

# **FRENCH LANGUAGE**



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The content is developed by taking reference of online and print publications that are mentioned in Bibliography. The content developed represents the breadth of research excellence in this multidisciplinary academic field. Some of the information, illustrations and examples are taken “as is” and as available in the references mentioned in Bibliography for academic purpose and better understanding by learner.’

## **ROLE OF SELF INSTRUCTIONAL MATERIAL IN DISTANCE LEARNING**

The need to plan effective instruction is imperative for a successful distance teaching repertoire. This is due to the fact that the instructional designer, the tutor, the author (s) and the student are often separated by distance and may never meet in person. This is an increasingly common scenario in distance education instruction. As much as possible, teaching by distance should stimulate the student's intellectual involvement and contain all the necessary learning instructional activities that are capable of guiding the student through the course objectives. Therefore, the course / self-instructional material are completely equipped with everything that the syllabus prescribes.

To ensure effective instruction, a number of instructional design ideas are used and these help students to acquire knowledge, intellectual skills, motor skills and necessary attitudinal changes. In this respect, students' assessment and course evaluation are incorporated in the text.

The nature of instructional activities used in distance education self- instructional materials depends on the domain of learning that they reinforce in the text, that is, the cognitive, psychomotor and affective. These are further interpreted in the acquisition of knowledge, intellectual skills and motor skills. Students may be encouraged to gain, apply and communicate (orally or in writing) the knowledge acquired. Intellectual- skills objectives may be met by designing instructions that make use of students' prior knowledge and experiences in the discourse as the foundation on which newly acquired knowledge is built.

The provision of exercises in the form of assignments, projects and tutorial feedback is necessary. Instructional activities that teach motor skills need to be graphically demonstrated and the correct practices provided during tutorials. Instructional activities for inculcating change in attitude and behavior should create interest and demonstrate need and benefits gained by adopting the required change. Information on the adoption and procedures for practice of new attitudes may then be introduced.

Teaching and learning at a distance eliminates interactive communication cues, such as pauses, intonation and gestures, associated with the face-to-face method of teaching. This is

particularly so with the exclusive use of print media. Instructional activities built into the instructional repertoire provide this missing interaction between the student and the teacher. Therefore, the use of instructional activities to affect better distance teaching is not optional, but mandatory.

Our team of successful writers and authors has tried to reduce this.

Divide and to bring this Self Instructional Material as the best teaching and communication tool. Instructional activities are varied in order to assess the different facets of the domains of learning.

Distance education teaching repertoire involves extensive use of self- instructional materials, be they print or otherwise. These materials are designed to achieve certain pre-determined learning outcomes, namely goals and objectives that are contained in an instructional plan. Since the teaching process is affected over a distance, there is need to ensure that students actively participate in their learning by performing specific tasks that help them to understand the relevant concepts. Therefore, a set of exercises is built into the teaching repertoire in order to link what students and tutors do in the framework of the course outline. These could be in the form of students' assignments, a research project or a science practical exercise. Examples of instructional activities in distance education are too numerous to list. Instructional activities, when used in this context, help to motivate students, guide and measure students' performance (continuous assessment)

## **PREFACE**

We have put in lots of hard work to make this book as user-friendly as possible, but we have not sacrificed quality. Experts were involved in preparing the materials. However, concepts are explained in easy language for you. We have included many tables and examples for easy understanding.

We sincerely hope this book will help you in every way you expect. All the best for your studies from our team!

# FRENCH LANGUAGE

## Contents

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### BLOCK 1 : INTRODUCTION TO FRENCH LANGUAGE

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#### **Unit 1 Basics of French Language**

Introduction, Introduction to France and French Language, Brief History of France and French Language, Important Facts about France, Neighbouring Countries, French Speaking Countries, Phonetic Introduction, General Distinctions, Sounds

#### **Unit 2 French Alphabet and Phonetic Introduction to Words**

Introduction, The French Alphabet [L'alphabet français], The Vowels, The Consonants, The Words Starting, L'accent : [The Accent], Les Autres Signes Orthographiques, Syllabication, Stress, Pronunciation Du Français [The French Pronunciation], Liaison Linking, Élision, Longueur Des Voyelles (Length of Vowels), Consonne Finales (Final Consonants), Les Voyelles Nasales (The Nasal Vowels), Les Signées De Ponctuation – (The Punctuation Marks), Pronunciation of Some Vowels and The Combinations

#### **Unit 3 Gender and Commonly Used Greetings**

Introduction, Use of Capital Letters, Common Greetings, Some Commonly used Phrases in French, Gender Depending on the Meaning of The Word, Masculines, Feminines, Les Mots, The Expression qu'est-ce-que c'est ?

#### **Unit 4 Articles, Cardinals and Ordinals in French**

Introduction, L'article (The article), L'article Défini, L'article Indéfini, L'article Partif, Les Nombres Cardinaux (The Cardinal Numbers), Les Nombres Ordinaux (The Ordinal Numbers)



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## ***French Language***

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### **BLOCK 1 : INTRODUCTION TO FRENCH LANGUAGE**

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UNIT 1    BASICS OF FRENCH LANGUAGE

UNIT 2    FRENCH ALPHABET AND PHONETIC INTRODUCTION TO  
            WORDS

UNIT 3    GENDER AND COMMONLY USED GREETINGS

UNIT 4    ARTICLES, CARDINALS AND ORDINALS IN FRENCH

# ***INTRODUCTION TO FRENCH LANGUAGE***

## **Block Introduction :**

This block will introduce you to the uniqueness of France and the language French that is the national language of France. You will learn about the general balance of the diversity of the parts that fit together in the land of France. You will get to know about the neighboring countries, French alphabet and their pronunciation, linking, use of capital letters and how it is different from English. You will be acquainted with commonly used greetings in French and its uses, gender dependency of the meaning of a word, articles and its classification, definite and indefinite article, cardinal and ordinals.

## **Block Objectives :**

### **After Learning this block, you will be able to understand :**

- Introduction to France the French language.
- Map of France and important cities of France.
- Map of the neighboring countries
- History of French language
- French Alphabet and its pronunciation.
- Classification of alphabet into consonants and vowels.
- Accents and its different types.
- Orthographic sign.
- Linking.
- Length of vowels.
- Final consonants.
- Syllabification.
- Use of capital letters in French.
- Commonly used greetings.
- Gender dependency of some words in French
- Some very commonly used French words.
- Article, its classification
- Cardinals
- Ordinals

## **Block Structure :**

**Unit 1 : Basics of French language**

**Unit 2 : French Alphabet and Phonetic Introduction to Words**

**Unit 3 : Gender and Commonly Used Greetings**

**Unit 4 : Articles, Cardinals and Ordinals in French**



**UNIT STRUCTURE**

- 1.0 Learning Objectives
- 1.1 Introduction
- 1.2 Introduction to France and French Language
  - 1.2.1 Brief History of France and French Language
  - 1.2.2 Important Facts about France
- 1.3 Neighbouring Countries
  - 1.3.1 French Speaking Countries
- 1.4 Phonetic Introduction
  - 1.4.1 General Distinctions
  - 1.4.2 Sounds
- 1.5 Let us Sum Up
- 1.6 Answers for Check Your Progress
- 1.7 Glossary
- 1.8 Assignment
- 1.9 Activities
- 1.10 Case Study
- 1.11 Further Reading

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**1.0 LEARNING OBJECTIVES :**

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- Introduction to France the French language.
- Map of France and important cities of France.
- Map of the neighbouring countries
- History of French language.

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**1.1 INTRODUCTION :**

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This unit will make you experience the very roots of France as you will get to know about the names of the cities, French Language. You will learn how to greet people in the formal and the informal way.

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**1.2 INTRODUCTION TO FRANCE AND FRENCH LANGUAGE :**

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France also known as L'hexagone is one of Europe's country in European union and in the world. France is surrounded by six countries: Germany, Belgium, Luxembourg, Switzerland, Italy and Spain. The United Kingdom borders France via the English Channel. It is considered to be the gateway to Europe because of its large international Airports in French rail service and ferry terminals.

## **French Language**

France is one of the most popular tourist destination in the world. People like to visit France because of its natural beauty, amazing climate and wines. France is home to the very famous Eiffel tower which is regarded as one of the most beautiful and romantic destinations of the world. France is a place of classic fashion and elegance. French people mostly prefer to converse in their national language only and they are very courteous and formal. They take great pride in their culture, clothing and personal appearance.

### **1.2.1 Brief History of France and French Language :**

"The land of France," wrote Paul Valéry, "is remarkable for the clearness of its outlines, for the differences between its regions, for the general balance of this diversity of parts that fit together form groups and complement one another fairly well."

From the Alps to the Pyrenees – where Greek colonies were once founded, where Latin civilization entered in the wake of the Roman legions, and Christianity was subsequently introduced France is a Mediterranean country. Her Eastern frontiers permit exchanges with the German world. The Northern plains link her to Northern Europe. The Channel connects her with Great Britain. Distant lands and distant missions beckon to her from across the Atlantic Ocean, towards Africa and America.

Symmetrical in shape (1,000 kms from North to South and from East to West), France stretches out in a harmonious and regular expanse of land. Her balanced outlines have a deeply human aspect. Her climate is a temperate one.

Her fertile soil and the flavour and variety of her products make France a great agricultural country. Her industrial structure, completely renewed since World War II, and her highly skilled manpower place her in the forefront of modern nations. The growth of her population and the expansion of her economy testify to the vitality and dynamism of her people. Faithful to a tradition that goes back to the Middle Ages, France is still a great center of intellectual and artistic life. Paris, famed the world over, is the international capital of arts and letters.

"The city is a symbol of what is most precious and most alive in French civilization: a concern for the individual together with a sense of the general, an ancient creative energy and a genius for renovation, a cohesion of efforts together with a passionate attachment to liberty." (D. Faucher).

The regional big cities—Marseilles, Lyons, Toulouse, Bordeaux, Strasbourg, Lille, Nice, Clermont—Ferrand, Rennes, Rouen—with their well—defined personalities, all in full expansion, and the provincial towns of lesser importance, equally throbbing with activity, bear witness with their historical monuments and their new buildings to the antiquity of a civilization and to its forward march. A certain sense of humanity, of the dignity of man and of his freedom forms the fundamental basis of this civilization in constant movement. It has found its expression through the ages in the works of its thinkers and its poets, who used a language that was universal. Many a time in the course of history, and particularly during the two world wars, the French people have fought to preserve the fundamental values that are the motto of the French Republic and they have paid dearly for the right to live in freedom.

The present booklet does not aspire to depict all of France's past nor to give a comprehensive survey of her present life. What the reader will find here is simply a brief account of the expansion of French economic activity together with an introduction to the political, social and cultural institutions of France.

**1.2.2 Important Facts about France :**

**La capitale de la France (The Capital of France) :** Paris

**La monnaie de la France (The Currency of France) :** Euro

**Le drapeau français (The Flag of France) :** bleu, blanc et, rouge (blue, white and red)

**Les villes (The Cities) :** Paris, Nice, Cannes, Marseille, Lyon, Toulouse, Lille, Bordeaux

**Les montagnes (The Mountains) :** Les Pyrenees, les Alpes, les Vosges, le jura et la Massif central.

**Les monuments (The Monuments) :** Le louvre, Notre Dame, Sacré Coeur basilica, Le Tour Eiffel, Musée d'Orsay, Le pantheon, L'arc de Triomphe, Le château de Versailles.

**La fête nationale (The National Festivals) :** Le Quatorze Juillet (14th July)

**Les fleuves (The Rivers) :** Le Rhône, La Seine, La Garrone, Le Rhis et La Loire.

**Les vins (The Wines) :** Le Bourgogne, Le bordeaux, Le beaujolais.

**Les fromages (The Cheese) :** Le Camembert, Le brie, Le Roquefort, le gruyere.

**Les couturiers (The Designers) :** Chanel, Dior, Pierre cardin, Yves Saint Laurent.

**Les marches aux puces (The Flea Market) :** La grande braderie (lille), La braderie du cana, Saint martin (Rennes), Marché couvert (Paris)

**Les parfumes (The Perfumes) :** Chanel, Cartier, Givenchy, Guerlain, Christian Dior, Lancome.

**Les voitures (The Cars) :** Renault, Peugeot, Citroën

## French Language



*Political map of France (not to scale)*

### ☐ Check Your Progress – 1 :

1. La capitale de la France (the capital of France)
 

(a) Paris	(b) Arles	(c) Nantes	(d) Marseille
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2. La monnaie de la France (the currency of France)
 

(a) Dollar	(b) Pound	(c) Euro	(d) Franc
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3. La fleuve de la France (the rivers of France )
 

(a) Nile	(b) Rhône	(c) Volga	(d) Danube
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4. Le couturiers (the designers)
 

(a) Gucci	(b) Sabyasachi
(c) Yves Saint Laurent	(d) Coco Chanel
5. Le parfum (the perfume)
 

(a) Marc jacobs	(b) Byredo	(c) Creed	(d) Chanel
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### 1.3 NEIGHBOURING COUNTRIES :

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- (a) Germany
- (b) Belgium
- (c) Luxembourg
- (d) Switzerland
- (e) Italy
- (f) Spain



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*Neighbouring Countries of France*

#### 1.3.1 French Speaking Countries :

French (la langue française) originates from Latin and is also closely related to Portuguese, Spanish.

French Speaking Countries

France	Belgium	Morocco	Switzerland	Canada
Chad	Luxemburg	Tunisia	Algeria	Burkina faso
Congo	Senegal	Haiti	The ivory coast	Madagascar
Mali	Niger	Togo	Gabon	Seychelles
Rawanda	Dji bouti	Cameroon	mauritius	

**☐ Check Your Progress – 2 :**

1. French is the official language of
  - (a) United nations
  - (b) Germany
  - (c) France
2. French is originated
  - (a) English
  - (b) Latin
3. \_\_\_\_\_ and \_\_\_\_\_ has French as their official language.
  - (a) France and Belgium
  - (b) France and Germany

**1.4 PHONETIC INTRODUCTION :**

**1.4.1 General Distinctions**

The pronunciation will be explained, as far as possible, by comparison with English Sounds, but it must never be forgotten that the sounds of two languages rarely, correspond. Important general distinctions between English and French are like following :

- (a) English has sharing stress and comparatively weak action of the organs in articulation.
- (b) French has Weak stress, while the action of the organs in articulation is very energetic.
- (c) Hence, French sounds, both vowel and Consonants are almost all narrow' i.e. uttered with tenseness of the organs concerned in their articulation. (To understand 'narrow' and 'wide', compare the narrow sound of 'I' in 'machine' with its wide sound in 'sit').
- (d) Tongue and lip positions for French vowels are more definite and more promptly taken, than in English. Lip–rounding (as in Who', 'no', law) and lip – retraction (as in let 'hat') are much more definite and energetic forming French vowels.
- (e) The tongue, both for vowels and consonants, is in general either further advanced or further retracted than in forming English Sounds requiring tongue action.
- (f) English long vowels (like a in 'lady') shade off into other vowels (especially in the South of England), while all French vowels are free from this off–glide, and are uniform throughout their utterance.
- (g) The nasal vowels of French are foreign to standard English. They are formed by allowing the soft palate to hang freely, as in ordinary breathing, thus causing the air to escape through both nose and mouth at once. If, for example, the a of 'father' be uttered with the soft palate hanging freely, the

resulting sound will be approximately that of the nasal [ã] in tante [tã:t]. The position of the soft palate in forming this sound may be readily observed with a mirror. It must be carefully noted that there is absolutely no sound of n, m, or ng, in French nasal vowels, and hence that great care must be taken neither to raise the tongue nor close the lips until the sound is complete.

### 1.4.2 Sounds :

The French language has thirty-seven sounds, exclusive of minor distinctions. French spelling, like that of English, is irregular and inconsistent. Hence, to avoid confusion in indicating the pronunciation, we shall employ a phonetic alphabet (that of the Association Phonétique Internationale), in which each sound is represented by its own symbol, and each symbol has but one sound.

#### ☐ Check Your Progress – 3 :

- French is originated from \_\_\_\_\_.  
(a) Sanskrit                      (b) Latin                      (c) English
- France is in \_\_\_\_\_.  
(a) Asia                      (b) Australia                      (c) Europe
- French has \_\_\_\_\_ stress.  
(a) Strong                      (b) Weak                      (c) Bold
- French language has \_\_\_\_\_ sounds.  
(a) 34                      (b) 35                      (c) 37
- French is the \_\_\_\_\_ language in the world.  
(a) Sweet                      (b) Sweetest                      (c) Sweeter
- French is the \_\_\_\_\_ most spoken language in the world.  
(a) 2<sup>nd</sup>                      (b) 3<sup>rd</sup>                      (c) 5<sup>th</sup>

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### 1.5 LET US SUM UP :

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Welcome to the world of French language as now you have learnt the origin of French after studying about the history of it. You have come across some very interesting and important facts about France. You have come to know about the French speaking countries in the world and have a glimpse of France as you know what is France famous for, which includes a variety of things from luxury fashion designers, perfumes, wines, cars, and natural gifts like beautiful landscapes.

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### 1.6 ANSWERS FOR CHECK YOUR PROGRESS :

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#### ☐ Check Your Progress 1 :

- (a)                      2. (c)                      3. (b)
- (c)                      5. (d)

#### ☐ Check Your Progress 2 :

- (c)                      2. (b)                      3. (a)

#### ☐ Check Your Progress 3 :

- (b)                      2. (c)                      3. (b)
- (c)                      5. (b)                      6. (c)

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**1.7 GLOSSARY :**

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1. French is the official language of \_\_\_\_\_ countries.  
(a) 28                      (b) 30                      (c) 29
2. The regional big city is \_\_\_\_\_.  
(a) Marseille    (b) Toulouse
3. The land of France was written by \_\_\_\_\_.  
(a) Paul Valéry.    (b) Jean Paul Satré
4. Neighbouring country of France is \_\_\_\_\_.  
(a) La Belgique (The Belgium)                      (b) L'Angleterre (England)
5. L'Allemagne is \_\_\_\_\_.  
(a) The England (b) The Germany (c) The Belgium

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**1.8 ASSIGNMENT :**

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<b>Capitale</b>	Capital	<b>Monnaie</b>	money
<b>Drapeau</b>	Flag	<b>Villes</b>	city
<b>Montagnes</b>	mountains	<b>Fête</b>	Festival
<b>Fleuves</b>	Rivers	<b>Vins</b>	Wines
<b>Fromages</b>	Cheese	<b>Couturiers</b>	Designers
<b>marchés aux puces</b>	Flea market	<b>Parfums</b>	Perfumes
<b>Voitures</b>	Cars	<b>Phonétique</b>	Phonetic

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**1.9 ACTIVITY :**

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Discuss the benefits of learning a foreign language and how do you think it will help you in your career ?

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**1.10 CASE STUDY :**

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Write down the names of the Capitals of all the neighbouring countries of France.

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**1.11 FURTHER READING :**

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'Point de départ' by Herbert F. Collins.





**UNIT STRUCTURE**

- 2.0 Learning Objectives
- 2.1 Introduction
- 2.2 The French Alphabet [L'alphabet français]
  - 2.2.1 The Vowels
  - 2.2.2 The Consonants
  - 2.2.3 The Words Starting
- 2.3 L'accent : [The Accent]
- 2.4 Les Autres Signes Orthographiques
- 2.5 Syllabication
- 2.6 Stress
- 2.7 Pronunciation Du Français [The French Pronunciation]
- 2.8 Liaison Linking
- 2.9 Élision
- 2.10 Longuer Des Voyelles (Length of Vowels)
  - 2.10.1 Consonne Finales (Final Consonants)
- 2.11 Les Voyelles Nasales (The Nasal Vowels)
- 2.12 Les Signées De Ponctuation – (The Punctuation Marks)
- 2.13 Pronunciation of Some Vowels and The Combinations
- 2.14 Let us Sum Up
- 2.15 Answers for Check Your Progress
- 2.16 Glossary
- 2.17 Assignment
- 2.18 Activities
- 2.19 Case Study
- 2.20 Further Reading

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**2.0 LEARNING OBJECTIVES :**

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- French Alphabet and its pronunciation.
- Classification of alphabet into consonants and vowels.
- Accents and its different types.
- Orthographic sign.
- Linking.
- Length of vowels.
- Final consonants.
- Syllabification.

## 2.1 INTRODUCTION :

In this unit you will learn about French alphabet, how its pronunciation is different from that of English alphabet. You will learn about accents and how it is used in words. You will get to know what are orthographic signs, what is linking and where it is used. On the topic of pronunciation of words in French, length of vowels play a major role.

## 2.2 THE FRENCH ALPHABET [L'ALPHABET FRANÇAIS] :

French alphabet is composed of twenty–six letters, divided into vowels and consonants.

2.2.1 The vowels are: a, e, i, o, u, y.

2.2.2 The consonants are: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z.

**N.B.–W** is only found in a few words borrowed from English or German.

The French Alphabet is same as English. Way of writings is the same but pronunciation is different from that of English. Each and every foreign language has its own identity. It is not possible to learn French pronunciation from a book or a cassette.

2.2.3 The words starting with f, h, l, m, n, r, s are mostly considered as feminine (une h, une r etc.) whereas words beginning with a, h, etc. are mostly considered as masculine (un a, un h, etc.)

In French 'H' is always silent, never sounded, 'h' is mute.

There is no hard sound in French:

D is sounded as दे ; like the word 'they' is pronounced and not like the word 'day'

T is sounded as ते ; it is pronounced like /tey/ not like the word table is sounded.

T and D in French has a soft sound only.

Nearly all French vowels are pronounced short, unless there is a Circumflex accent over them. French vowels are pure because we find a single sound but in English vowels are not pure because we do not find a single sound instead we find different sounds for the same vowel in different words

A – ah – आ	B – bay – बे	C – say – से
D – day – दे	E – eu – अ	F – effe – एफ
G – jé – जे	H – ahsh – आश	I – ee – इ
J – ji – जी	K – kah – का	L – elle – एल
M – emme – एम	N – enne – एन	O – o – ओ
P – pay – पे	Q – kü – कू	R – airr – एर
S – ess – एस	T – té – ते	U – ü – इउ
V – way – वे	W – dooble way – दूब्ल वे	X – eeks – इक्स
Y – ee–greek – इग्रेक	Z – zed – जेद	

❑ **Check Your Progress – 1 :**

1. How many alphabets are there in French ?  
(a) 26                      (b) 27                      (c) 28
2. How many vowels are there in French ?  
(a) 5                        (b) 6                        (c) 7
3. How many consonants are there in French ?  
(a) 20                      (b) 21                      (c) 19

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**2.3 L'ACCENT [THE ACCENT] :**

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There are certain marks called accent. Accents are used over vowels only in French, not in English.

There are three types of accents in French:

1. L'accent-aigu [ˈ] – It occurs over 'e' only to make the sound lengthy.  
Année, café, Nestlé.
2. L'accent grave [˘] – It occurs over a, e, u. When it occurs over a and u, there is no change of sound, change of meaning.
3. L'accent circonflexe [ˆ] – It occurs over any vowel (except y). It frequently indicates the omission of a 's' from a word.

Hospital – hôpital

Forest – forêt

It occurs with any vowel but in the first word hospital – we find 3 vowels but we must use this symbol before's'. Before's' there is a vowel, we must have use over that vowel only. We do not convert all the English words like Hospital, forest but the English words Hostel, if we apply the same formula, the meaning gets changed.

For the word Hostel, if we apply the same formula, it will be the French word of hotel.

**Example :** hostel – hôtel (this is the French word of hotel)

Foyer is the French word of Hostel.

The circumflex accent serves to show:

- a. Where a letter has been dropped or omitted.

**Example :** tête– head (written in teste in old language , from Latin testan)

- b. The contraction of two vowels into one.

**Example :** âge (formerly written aage). It is also used to distinguish words which would otherwise be spelt alike; for instance, mur = wall, but; mûr = ripe.

The French accent is part of the written vowel, and its omission is a mistake in spelling.

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**2.4 LES AUTRES SIGNES ORTHOGRAPHIQUES :**

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❖ **The Other Orthographic Signs :**

1. **L'apostrophe [The apostrophe] [']** – The apostrophe, indicates the omission of a vowel or an h mute. Position –A word is ending with a vowel and the second next word is starting with a vowel or an h mute.

## French Language

### Examples :

L'âme (The soul) instead of La âme.

L'enfant (The child) instead of Le enfant.

L'homme (The man) instead of Le home

L'heure (The hour) instead of La heure.

S'il/S'ils (if he / if they) – instead of si il and si ils.

(This is the only case in which i is omitted)

The apostrophe was introduced in the sixteenth century. It prevents the hiatus – that is to say, the discordant meeting of two vowels. The meaning of two vowels is nevertheless frequent in French.

- 2. Le trait d'union (–) [The hyphen]** – This joins together the parts of a compound word as in grand-père (grandfather); or the verb and the pronoun subject. The hyphen is used to connect certain words.
- 3. La Cédille [ The Cedilla] [s]** – This is placed under 'c' only, [ when the letter , preceding a, o, u; is to be sounded like 's' – garçon – boy, Je reçois – I receive, leçon – lesson .
- 4. Le Tréma [...]** – **The diaeresis** – This is placed over the second of the two vowels to show that these are to be pronounced separately, as haïr –to hate, aiguë–(feminine of aigu) . Example – Noël, Naïf.

### ☐ Check Your Progress – 2 :

- L'accent aigu is:  
(a) É (b) è
- L'accent grave:  
(a) É (b) è
- L'accent circonflexe :  
(a) Ô (b) Û
- Le cedilla  
(a) è (b) ê
- Le tréma  
(a) ë (b) ê
- L'apostrophe:  
(a) L' (b) Û

---

## 2.5 SYLLABICATION :

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- A single consonant sound between vowels sound, including the four nasalized vowels, always belongs to the following syllable.

**Example :** Ma-rie, in-vi-si-bi-li-té, bon-té, con-scien-cieus(e)-ment

- When the second of the two consonant sounds is l or r, both usually belong to the following syllable, except lr, rl and a few more.

**Example :** Par-ler, Per-dre, es-ca-lier; sep-tem-bre.

Other combination of consonants representing two or more sounds are divided.

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## 2.6 STRESS :

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Stress is the force which a syllable is uttered as the compound with other syllables in the same group. In French, the syllables are uttered with almost equal force, a very slight stress falling on the last syllable of a word of two or more syllables or, on the last but one, if the last vowel of the word is (ə)

**Example :** che-val, par-ler, par-lai, per-dre, cré-di-bi-li-té (compare the strong stress of English cred-i-bil-it-y)

**Note :** In the current discourse the rule above stated varies considerably, but a full treatment of the subject would exceed the limits of an elementary work. The safest practice for the beginner is to pronounce all syllables with almost equal force. All vowels except [ə], whether or unstressed, are carefully sounded and not slurred over as in English.

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## 2.7 PRONUNCIATION DU FRANÇAIS [THE FRENCH PRONUNCIATION] :

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The main differences between French and English pronunciations are :

- English pronunciation has energetic stress and weak articulation of unstressed syllables. French has weak stress and energetic articulation of all syllables (except those ending with "mute e").
  - English vowels are not pure vowels. They are really diphthongs. French vowels are all pure vowels, that is, each one is a single sound.
  - Syllables in English are sometimes slurred. In French every syllable (except those ending in "mute" e) has a clear and distinct sound.
- a. In English many syllables end in consonants. In French most syllables end in a vowel. Compare French ci-té with English cit-y.
  - b. Final consonants are usually sounded in English. In French final consonants are usually silent.

**Example :** petit [पेती]

Paris [पारे]

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## 2.8 LIAISON LINKING :

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**Linking** – The final consonant of a word is usually linked to the initial vowel of the next word.

It is not possible to give absolute rules as to when the liaison should be made, the following points should be however observed:

The liaison is made –

1. Between the plural of the definite article and its noun.

**Example :** les amis –the friends

Les hommes – the men.

2. Between pronouns and verbs.

**Example :** Nouns avons – we have.

Vous êtes – you are.

## French Language

3. Between an adjective and its noun.

**Example :** Les mots utiles – the useful words

Les grands arbres – the tall trees.

4. Between an adverb and an adjective.

**Example :** ils sont très aimables – they are very kind.

5. Between the auxiliary and the participle :

**Example :** ils sont arrivé – they have arrived.

6. Between a preposition and the word following it.

**Example :** devant eux – in front of them.

Sans un sous – penniless.

When the final consonant are d, f, g, p, s, x:

D becomes t, f becomes v, g is sounded as k, p is carried only in beaucoup and trop, s and x becomes z.

D – When carried over, it is pronounced like T.

Quand il parle – when he speaks

F – When carried over, it is sounded like V.

Neuf heures – 9 o'clock.

Neuf amis – nine friends.

G – When carried over, it is sounded like K.

Un long intervalle – a long interval.

P – Is carried over only in beaucoup and trop.

J'ai beaucoup appris – I haven't learnt much.

Trop étroit – too narrow.

S and X – when carried over, these two are sounded like Z.

Ils avaient – they had.

Deux ans – two years.

**N.B. :** No liaison (linking) is made with the 't' of ET.

ET IL a – and he has.

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## 2.9 ÉLISION :

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Élision– Before a vowel beginning with a vowel or (in most cases) h, the final e of the monosyllables is dropped (elided) and replaced by an apostrophe.

L'ami = le + ami (the friend); l'homme – le + homme (the man); J'ai = je + ai (I have).

**Note :**

1. A is dropped only in lam (the, her); l'encre = la + encre (the ink); l'heure = la + heure (the hour).
2. I is dropped only in si, if it is followed by il (he, it) or ils (they).

**Example :** s'il dit = si + il dit (if he says); s'ils disent = si + ils disent (if they say).

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## **2.10 LONGUER DES VOYELLES (LENGTH OF VOWELS) :**

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**Length of vowels** – Vowels are usually short in French, they are always short in unstressed syllables. But the following vowels are long.

1. Stressed vowels before the sounds of z.

La rose (ro:z)

Un brave (bra:v)

La page (pa:z)

Travaille (trava:i)

But in travaillez (travaille) the a is short because it is unstressed.

2. Stressed vowels before final r when r is pronounced.

La soeur [soe:r] but in la porte [port] the vowel o is short since r is not final.

3. Stressed nasal vowels, if they are not final: la chambre

4. Stressed vowels bearing a circumflex accent, if they are not final in pronunciation.

La tête (tet) but la forêt (fore).

### **Exceptions :**

Vous êtes (vu zet) – you are; and the endings of the passé simple (Passé défini), nous donnâmes, vous finîtes.

### **2.10.1 Consonne Finales (Final Consonants) :**

**Final Consonants** : In French final consonants are usually silent.

Grand [gran] – ग्रॉं

mauvais [movay] – मोवे

Petit [peti] – पेती

doux [du] – दु

But final consonants c, f, l, and r are in most cases sounded.

Sac – साक

chef – शेफ

Seul – सेल

finir – फिनिर

The letter r, however is silent in most words of more than one syllable ending in 'er'.

Léger (leze)

parler (parlay)

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## **2.11 LES VOYELLES NASALES (THE NASAL VOWELS) :**

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**The Nasal Vowels** : The sounds of a, e, and eu can be modified by lowering the soft palate and allowing the breath to escape partly through the nose. A nasal tone is thus given to these vowels. This nasal tone takes place; whenever these words are followed by a single n or m in the same syllable. This n or m is purely a written symbol and there is absolutely no sound of n or m to be heard in pronouncing the nasal vowels an, am, em in the same syllable.

Dans – दां

chambre – शंब्रे

Enfant – आंफां

lentement – लांतमां

## French Language

On, Om – in the same syllable :

Mon – में

son – सं

Garçon – गारसं

comprends – कंप्रें

Sombre – संब्रे

In, im ain ein, eim also en after I in the same syllable.

Pain       faim       rien

Pin        bien.

Um, un in the same syllable.

Un chacun                parfum.

**Note :** There is no nasal if the n or m does not belong to the same syllable, there is no nasal sound either when there is double n or double m.

An – आं

année – आने

fin – फें

fini – फिनि

### □ Check Your Progress – 3 :

- The French vowels are \_\_\_\_\_.  
(a) Pure                               (b) Not pure
- Length of vowels in French is usually \_\_\_\_\_.  
(a) Short                               (b) long
- The final consonant of a word is usually \_\_\_\_\_ in French.  
(a) Not silent                       (b) silent
- These four final consonants are sounded  
(a) C, f, l, r                       (b) C, f, s, t                       (c) C, f, l, z

---

### 2.12 LES SIGNÉES DE PONCTUATION (THE PUNCTUATION MARKS) :

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- |                         |                              |
|-------------------------|------------------------------|
| (.) le point            | (:) les deux points          |
| (,) la virgule          | (?) le point d'interrogation |
| (?) le tiret            | (" ") les guillemets         |
| (;) le point et virgule | (–) le trait d'union         |
| ( ) la parenthèse.      |                              |

---

### 2.13 PRONUNCIATION OF SOME VOWELS AND THE COMBINATIONS :

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Here is a list of some vowels with their pronunciation for you reference :

VOWELS OR COMBINATION OF TWO OR MORE VOWELS	PRONUNCIATION	EXAMPLES
AU, EAU	O	Aussi (also) /osi/ Beau (handsome) /bo/
EU, EI, AI	A	Feu (fire) /fay/ Seize (sixteen) /sez/ Mai (may) /may/



<b>OU</b>	Oo	Chou(cabbage) /shoe/
<b>OI</b>	Wa	Bois (wood) /bowa/ Mois (month) /mowa/
<b>ILL</b>	Ee	Fille (daughter) /fee/
<b>Œ</b>	A	Sœur (sister) /sa/
<b>AM, AN, EM, EN</b>	आं	Champ (field), Blanc (white), Emporter (to bring), Vent (wind)
<b>IM, IN, UN, A, AIN</b>	आं	Impossible (impossible), Indien (Indian), Brun (brown), Pain (bread)
<b>ON, OM</b>	अं	Rond (round), Nom (name)

**☐ Check Your Progress – 4 :**

- The actual sound of combination eau is :  
(a) On                      (b) O                      (c) e
- The actual sound of combination oi is :  
(a) O                      (b) Wa                      (c) oa
- The actual sound of combination ill is :  
(a) E                      (b) O                      (c) ee
- The actual sound of combinations ei, ai, eu is :  
(a) O                      (b) A                      (c) E

**2.14 LET US SUM UP :**

There are 26 alphabets in French just like in English, but it differs in the number of vowels and consonants. In French, the vowels are pure which means that the vowels always sound in the same manner irrespective of the way it is used.

There are different types of accents which are used, these cause a change in the pronunciation of the words. The final consonants except a few are never sounded and are linked to the first letter of the following word.

**2.15 ANSWERS FOR CHECK YOUR PROGRESS :**

**☐ Check Your Progress 1 :**

1. (a)                      2. (b)                      3. (a)

**☐ Check Your Progress 2 :**

1. (b)                      2. (b)                      3. (c)                      4. (b)

**☐ Check Your Progress 3 :**

1. (a)                      2. (a)                      3. (b)                      4. (a)

**☐ Check Your Progress 4 :**

1. (b)                      2. (b)                      3. (c)                      4. (b)

2.16 GLOSSARY :

L'alphabet	The alphabet	La consonne	The consonant
La voyelle	The vowel	La langue	The language
L'accent	The accent	Sign d'orthographe	Orthographic sign
L'apostrophe	The apostrophe	Le sign	The sign
L'homme	The man	L'heure	The hour
La liaison	The linking	Grand père	Grandfather
Parlez-vous ?	Do you speak ?	Le garçon	The boy
Je reçois	I receive	La leçon	The lesson
Le liason	The linking	Les amis	The friends
Les hommes	The men	Nous avons	We have
Vous êtes	You are	Les grands arbres	The tall trees
Ils sont	They are	Très aimables	Very kind
arrivés	Arrived	Devant eux	Infront of them
Sans un sous	Penniless	Quand il parle	When he speaks
Neuf heures	9 o'clock	Neuf amis	9 friends
J'ai beaucoup appris	I have learnt much	Trop étroit	Too narrow
Ils avaient	They had	Deux ans	Two years old
L'encre	The ink	S'il dit	If he says
S'ils disent	If they say	Finale	Final
Grand	Tall	Petit	Small/little
Mauvais	Bad/naughty	Doux	Soft/sweet
Le sac	The bag	Le chef	The head cook
Seul	Only	Finir	To finish
Punctuation	punctuation	L'année	The year
Le café	The coffee	A	Has
À	To, at	Ou	Or
Où	Where	L'hôpital	The hospital
Le forêt	The forest	L'hôtel	The hotel
Le foyer	The hostel	L'âme	The soul
L'enfant	The child		

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**2.17 ASSIGNMENT :**

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- (1) Nous trouvons \_\_\_\_\_ consonnes en français. (We find \_\_\_\_\_ consonants in French)
- (2) Il y a \_\_\_\_\_ voyelles dans la langue française. (There \_\_\_\_\_ vowels in the French language).
- (3) Les consonnes finales sont \_\_\_\_\_.
- (4) Traduisez les mots en anglaise. (Translate the words in English)
- |                |                  |
|----------------|------------------|
| (a) L'alphabet | (b) La consonne  |
| (c) La voyelle | (d) La langue    |
| (e) L'anne     | (f) Le leçon     |
| (g) L'accent   | (h) L'apostrophe |
| (i) Le garçon  | (j) L'encre      |
| (k) Le sac     | (l) L'arbe       |
| (m) Mauvais    | (n) L'hôtel      |
| (o) l hôpital  | (p) l'enfant     |
| (q) le café    |                  |
- (5) Traduisez les mots en français:
- |                  |                   |
|------------------|-------------------|
| (a) The friends  | (b) The linking   |
| (c) The child    | (d) The soul      |
| (e) The biy      | (f) Small         |
| (g) The vowel    | (h) The consonant |
| (i) The language | (j) The coffee    |
| (k) The headcook | (l) Naughty       |
| (m) Tall         | (n) The alphabet  |
| (o) The accent   |                   |
- (6) Completez les mots:
- |            |              |
|------------|--------------|
| (a) He_re  | (b) Garç_on  |
| (c) Homm_  | (d) Gra_d    |
| (e) Ar_re  | (f) Pe_it    |
| (g) Ch_f   | (h) Lia_on   |
| (i) Enf_nt | (j) Caf_     |
| (k) Fin_le | (l) H_poital |
| (m) h ôt_l | (n) lan_ue   |
| (o) f_ret  |              |

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**2.18 ACTIVITY :**

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Discuss the importance of consonants and vowels and how are they different from each other? How many vowels are there in French and list those down along with their pronunciation.

**French Language**

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**2.19 CASE STUDY :**

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Write down twenty words in French along with their meaning and mention the parts of speech.

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**2.20 FURTHER READING :**

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L'interprète Larousse by Richard Silvestri.

Cours de langue et de Civilisation française (bleu) by G. Mauger



# *Gender and Commonly used Greetings*

## UNIT STRUCTURE

- 3.0 Learning Objectives
- 3.1 Introduction
- 3.2 Use of Capital Letters
- 3.3 Common Greetings
- 3.4 Some Commonly used Phrases in French
- 3.5 Gender Depending on the Meaning of The Word
  - 3.5.1 Masculines
  - 3.5.2 Feminines
- 3.6 Les Mots
- 3.7 The Expression qu'est-ce-que c'est ?
- 3.8 Let us Sum Up
- 3.9 Answers for Check Your Progress
- 3.10 Glossary
- 3.11 Assignment
- 3.12 Activities
- 3.13 Case Study
- 3.14 Further Reading

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### 3.0 LEARNING OBJECTIVES :

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After working through this unit, you should be able to :

- Use of capital letters in French.
- Commonly used greetings.
- Gender dependency of some words in French
- Some very commonly used French words.

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### 3.1 INTRODUCTION :

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In this unit you will learn about the use of capital letters In French and how it is different from English. You learn how to greet someone in French as you will be taught some very commonly used greetings in French. You will also study about the gender dependency of the meaning of some French words. In addition to this you will be made aware of some very common words in French.

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### 3.2 USE OF CAPITAL LETTERS :

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Capital letters are used (mostly in the same way) partly same as English. There are five points which are not in accordance with the use of capital letters in English.

## French Language

Unless the following words are present as the first word of the sentence, capital words are not used in French for these words.

1. The Pronoun – I
2. The names of days – Sunday, Monday.
3. The names of months – January, February.
4. Adjectives of nationality – Indian, French, American.
5. Title before proper names – Mr., Mrs., Dr.

**Examples :** The pronoun 'I' is always used in capital in English, but in French for this pronoun 'I' capital letter is used only if it is present in the beginning of a sentence.

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### 3.3 COMMON GREETINGS :

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Bonjour	Good morning, Good day
Bon après-midi	Good afternoon
Bonne nuit	Good night
Monsieur	Mr.
Madame	Mrs. /Madam
Mademoiselle	Miss
Bonjour mes étudiantes	Good morning my students
Bonjour ma classe	Good morning my class
Au revoir	Good bye
A bientôt	I'll see you soon
A ce soir	I'll see you this evening
A demain	I'll see you tomorrow
A lundi	I'll see you this Monday
Comment allez-vous ?	How are you ?
Très bien merci	Very well thankyou
Avec Plaisir	With pleasure
Pardon	Excuse me
De rien	You are handsome
S'il vous plaît	If you please
Je vous demand pardon	I beg your pardon
Je vous remercie	I thank you
Je regrette infiniment	I am very sorry

#### ☐ Check Your Progress – 1 :

1. The French word goodmorning is \_\_\_\_\_.  
(a) Bonjour                      (b) Bonsoir                      (c) Bonne nuit

2. The French word good evening is \_\_\_\_\_.  
 (a) Bonjour                      (b) Bonsoir                      (c) Bon après-midi
3. The French word good night is \_\_\_\_\_.  
 (a) Bonne nuit                      (b) Bonjour                      (c) bonsoir
4. The French word good afternoon is \_\_\_\_\_.  
 (a) Bonne nuit                      (b) Bonsoir                      (c) Bon après-midi

**3.4 SOME COMMONLY USED PHRASES IN FRENCH :**

La discipline	The discipline
Entrez	Come in
Sortez	Leave the room
Ouvrez la porte	Open the door
Levez-vous	Stand up, rise
Asseyez-vous	Sit down
Taisez-vous	Keep quiet
Restez-tranquille	Stay calm, keep still
Allez à votre place	Take your seat
Restez à votre place	Keep your seat
Attention	Attention
Faites bien attention	Pay attention
écoute bien	Listen carefully
Regardez le tableau	Look at the board
Tenez-vous droit	Stand up straight
Ouvrez les livres	Open the books
Ouvrez votre livre	Open your book
Fermez le cahier	Close the notebook
à la page	At the page
Au haut de la page	At the top of the page
A la ligne	On the line
Commencez	Begin
Lisez	Read
Lisez après moi	Read after me
Tous ensemble	All together
Plus fort	Louder
Plus lentement	More slowly
Continuez	Go on, continue
Cela suffit	That will do

## French Language

### ☐ Check Your Progress – 2 :

1. Completez :  
(a) Bonj\_ur      (b) Bonso\_r      (c) Bon\_enuit      (d) B\_n après-midi
2. Traduisez les mots en français :  
(a) Miss      (b) Mr      (c) Miss      (d) Excuse me  
(e) Good bye      (f) With pleasure
3. Traduisez les mots en anglais :  
(a) De rien      (b) Bonjour  
(c) S'il vous plait      (d) Très bien mere
4. Écrivez les 5 mots en français autour de la classe: (write 5 words in French about the class)

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### 3.5 GENDER DEPENDING ON THE MEANING OF THE WORD :

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#### 3.5.1 Masculines :

1. Names of metals, trees, months, days of the week, seasons, and languages.  
Le fer (the iron), le chêne (the oak), le janvier (the January), le samedi (the Saturday), le printemps (the spring), le français (the French).
2. Adjectives and infinitives used as nouns :  
L'intérieur (the inside), le souris (the smile).
3. Names of countries and towns not ending in e :  
Le Portugal (the Portugal), le japon (the Japan).
4. Flowers, fruit and vegetable not ending with 'e'  
L'anas (the pineapple), le Chou (the cabbage).

#### 3.5.2 Feminines :

1. Names of countries and towns ending with 'e '  
La france (the France), La suisse (the Switzerland)
2. Flowers, fruits, vegetables ending with 'e' :  
La rose (the rose), la pomme (the pomegranate), la tomate (the tomato).
3. Names of festivals :  
La fête (the festival)
4. Names of sciences :  
la chemie (the chemistry), la physique (the physics).

---

### 3.6 LES MOTS :

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L'homme	The man
La femme	The woman, wife
Le père	The father
La mère	The mother
Le grand père	The grandfather
La grand mère	The grand mother



**Gender and  
Commonly used  
Greetings**

Le frère	The brother
La sœur	The sister
Le fils	The son
La fille	The daughter/girl
Le garçon	The boy / waiter
L'oncle	The uncle
La tante	The aunt
Le cousin	The cousin(brother)
La cousine	The cousin (sister)
Le neveu	The nephew
La nièce	The niece
L'ami	The friend
Le professeur	The teacher/professor
L'étudiant	The student(boy)
L'étudiante	The student(girl)
L'élève	The pupil
L'enfant	The child
La famille	The family
Le mari	The husband
Le beau- frère	The step brother/ brother in law
Le beau père	The step father/ the father in law
La belle sœur	The step sister/ the sister in law
La belle-mère	The step mother/ the mother in law
La salle de classe	The classroom
Le tableau	The blackboard
Le livre	The book
Le cahier	The notebook
Le crayon	The pencil
Le stylo	The fountain pen
La plume	The feather pen
Le taille crayon	The sharpener
L'encre	The ink
L'encrier	The inkpot
La gomme	The eraser
La règle	The scale

**French Language**

Le devoir	The homework
Le banc	The bench
La chaise	The chair
La craie	The chalk
La maison	The house
la fenêtre	The window
la chambre à coucher	The bedroom
La cuisine	The kitchen
Le salon	The parlour/ lounge
La salle de bain	The bathroom
Les escaliers	The stairs
L'étage	The floor(1st, 2nd, 3rd)
La salle à manger	The dining room
La cheminée	The chimney
Le plancher	The ceiling
Le garage	The garage
le rez de chaussée	The ground floor
Le balcon	The balcony
Le mur	The wall
La marche	The step
Le barrière	The gate
Le grenier	The granary
La lampe	The lamp
Le ventilateur	The fan
Le lit	The bed
L'armoire	The almirah
La télévision	The television
La téléphone	The telephone
Le canapé	The sofa/couch
Le climatiseur	The air conditioner
La coiffeuse	The dressing table.








**□ Check Your Progress – 3 :**


1. Écrivez le contraire : (write the opposites)  
(a) L'homme      (b) Le garçon      (c) Le père      (d) Le frère

2. Traduisez les mots en français  
 (a) The sharpener (b) The book  
 (c) The eraser (d) The bench (e) The notebook
3. Traduisez les mots en anglais :  
 (a) Le devoir (b) Le père (c) Le cousin (d) L'ami
4. Cpmpletez (complete)  
 (a) Ma\_son (b) Cuisi\_e (c) B\_nc (d) Table\_u  
 (e) Cha\_se (f) Sa\_on

### 3.7 THE EXPRESSION 'QU'EST-CE-QUE C'EST ?'

The expression 'qu'est-ce-que c'est ?' is pronounced as /case ke say/. This expression simply means 'what is this ?'

	qu'est-ce-que c'est ?	C'est un livre	This is a book
	qu'est-ce-que c'est ?	C'est un cahier	This is a notebook
	qu'est-ce-que c'est ?	C'est une table	This is a table
	qu'est-ce-que c'est ?	C'est une chaise	This is a chair
	qu'est-ce-que c'est ?	C'est un crayon	This is a pencil
	qu'est-ce-que c'est ?	C'est une craie	This is a chalk
	qu'est-ce-que c'est ?	C'est une règle	This is a scale

	qu'est-ce-que c'est ?	C'est un stylo	This is a pen
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**☐ Check Your Progress – 4 :**

**Trouvez la bonne réponse (find the correct answers)**

1. The French word of air conditioner is \_\_\_\_\_.  
 (a) Ventilateur            (b) Climatisée            (c) Climatiseur
2. The French word of bed is \_\_\_\_\_.  
 (a) Lit                            (b) Table                            (c) Banc
3. The French word of stairs is \_\_\_\_\_  
 (a) Plancher                    (b) Grenier                    (c) escalier
4. The french word of wall.  
 (a) Marche                    (b) Mur                            (c) Lit

**3.8 LET US SUM UP :**

Capital letters are used (mostly in the same way) partly same as English. Unless the following words are present as the first word of the sentence, capital words are not used in French for these words.

1. The Pronoun
2. The names of days
3. The names of months
4. Adjectives of nationality
5. Title before proper names

**3.9 ANSWERS FOR CHECK YOUR PROGRESS :**

**☐ Check Your Progress 1 :**

1. (a)                    2. (b)                    3. (a)                    4. (c)

**☐ Check Your Progress 2 :**

1. (a) o                    (b) i                    (c) n                    (d) o
2. (a) mademoiselle                    (b) monsieur  
 (c) madame                    (d) pardon  
 (e) au revoir                    (f) avec plaisir
3. (a) you are welcome                    (b) good morning  
 (c) If you please                    (d) very well thankyou
4. La table                    La chaise  
 Le tableau noir                    Le banc  
 La craie

**☐ Check Your Progress 3 :**

1. (a) la femme                    (b) la fille  
 (c) la mère                    (d) la sœur

2. (a) Le taille-crayon (b) Le livre  
(c) La gomme (d) Le banc  
(e) le cahier
3. (a) The duty (b) The father  
(c) The cousin (d) The friend
4. (a) i (b) n (c) a  
(d) a (e) i (f) l

☐ **Check Your Progress 4 :**

1. (c)                      2. (a)                      3. (c)                      4. (b)

**3.10 GLOSSARY :**

La porte	The door	la fenêtre	The window
la chambre à coucher	The bedroom	La cuisine	The kitchen
Le salon	The parlour/lounge	la salle de bain	The bathroom
la salle à manger	The dining room	La télévision	The television
L'armoire	The almirah	La téléphone	The telephone
La télévision	The television	Le canapé	The sofa/couch
La téléphone conditioner	The telephone	Le climatiseur	The air
La cheminée	The chimney	La coiffeuse	The dressing table.
Le plancher	The ceiling	La règle	The scale
Le garage	The garage	Le devoir	The homework
le rez de chaussée	The ground floor	Le banc	The bench

**3.11 ASSIGNMENT :**

1. Traduisez les mots en anglais :
- (a) La coiffeuse (b) Le grenier  
(c) Le plancher (d) Le plafond  
(e) Le canapé (f) Le garage  
(g) L'escalier (h) La salle de bain
2. Traduisez les mots en français :
- (a) The house (b) The door  
(c) The bedroom (d) The groundfloor  
(e) The step (f) The fan  
(g) The light (h) The bed

**French Language**

3. Choisissez la bonne réponse :
- (a) Bonjour  
(i) Good morning (ii) Goodnight
- (b) Bonsoir  
(i) Good day (ii) Good evening
- (c) Bonnenuit  
(i) Goodnight (ii) Good afternoon
- (d) Le mur  
(i) The house (ii) The wall
- (e) la chambre à coucher  
(i) the bedroom (ii) the kitchen
- (f) la cuisine  
(i) the dining room (ii) the kitchen
4. Répondez :
- (a) qu'est-ce-que c'est ? (a pencil)  
(b) qu'est-ce-que c'est ? (a table)  
(c) qu'est-ce-que c'est ? (a notebook)  
(d) qu'est-ce-que c'est ? (a bench)  
(e) qu'est-ce-que c'est ? (a board)  
(f) qu'est-ce-que c'est ? (a chair)  
(g) qu'est-ce-que c'est ? (a book)  
(h) qu'est-ce-que c'est ? (a pen)

---

**3.12 ACTIVITY :**

---

Write down 10 very commonly used greetings in French.

---

**3.13 CASE STUDY :**

---

Write down 8 words that are associated to the house.

---

**3.14 FURTHER READING :**

---

'Point de Départ' by Herbert F. Collins.



# Articles, Cardinals and Ordinals in French

## UNIT STRUCTURE

- 4.0 Learning Objectives
- 4.1 Introduction
- 4.2 L'article (The article)
  - 4.2.1 L'article Défini
  - 4.2.2 L'article Indéfini
  - 4.2.3 L'article Partif
- 4.3 Les Nombres Cardinaux (The Cardinal Numbers)
- 4.4 Les Nombres Ordinaux (The Ordinal Numbers)
- 4.5 Let us Sum Up
- 4.6 Answers for Check Your Progress
- 4.7 Glossary
- 4.8 Assignment
- 4.9 Activities
- 4.10 Case Study
- 4.11 Further Reading

---

### 4.0 LEARNING OBJECTIVES :

---

- Article, its classification
- Cardinals
- Ordinals

---

### 4.1 INTRODUCTION :

---

In this unit you will learn about articles and its classification: definite, indefinite and partitive. You will also learn about cardinals and ordinals.

---

### 4.2 L'ARTICLE (THE ARTICLE) :

---

All the nouns and the adjectives are in French either masculine or feminine. In French, we find only 2 genders.

#### 4.2.1 L'article Défini : The Definite Article :

'The' is a definite article, the French equivalent of 'the' is Le, La, L'. The plural of Le, La, L' is Les.

Masculine/singulier	Féminin/singulier	Masculine/féminin pluriel
Le (the)	La (the)	Les (the)

Le garçon – The boy

La fille – The girl

Les garçons – The boys

Les filles – The girls

L' (the) – before singular noun beginning with a vowel or 'h' is mute.

## French Language

L'encrier (m.) – The inkpot

L'homme – The man

Les encriers– The inkpots

Les hommes– The men

### ☐ Check Your Progress – 1 :

1. Mettez l'article défini (put the definite article):

(a) \_\_\_\_\_ craie (b) \_\_\_\_\_ crayon

(c) \_\_\_\_\_ gomme (d) \_\_\_\_\_ encre

(e) \_\_\_\_\_ table (f) \_\_\_\_\_ homme

(g) \_\_\_\_\_ garçon (h) \_\_\_\_\_ fille

(i) \_\_\_\_\_ livre (j) \_\_\_\_\_ arbe

(k) \_\_\_\_\_ tableau (l) \_\_\_\_\_ fils

(m) \_\_\_\_\_ tante

2. Choisissez la forme correcte de l'article défini :

(Choose the Correct form of the Definite Drticles)

(a) \_\_\_\_\_ fille

(i) Le (ii) La (iii) les

(b) \_\_\_\_\_ cousin

(i) Le (ii) La (iii) L'

(c) \_\_\_\_\_ femme

(i) La (ii) Le (iii) les

(d) \_\_\_\_\_ chaise

(i) La (ii) Le (iii) les

(e) \_\_\_\_\_ tables

(i) Le (ii) La (iii) Les

(f) \_\_\_\_\_ tableau

(i) L' (ii) Le (iii) la

(g) \_\_\_\_\_ tante

(i) La (ii) Le (iii) les

(h) \_\_\_\_\_ neveau

(i) Le (ii) La (iii) Les

### 4.2.2 L'article Indéfini : The Indefinite Article :

In English 'A' and 'An' are indefinite articles . In French the equivalent indefinite articles are 'un' and 'une'. The plural of both 'un' and 'une' is 'des' (many).

Masculine/singulier	Féminin/singulier	Masculine/féminin pluriel
Un (a, an)	Une (a, an)	Des (many)

Un garçon– A boy

Une fille– A girl

Des garçons– many boys

Des filles– many girls



**4.2.3 L'article Partif : The Partitive Article**

The partitif article in English 'some' or 'any' is translated in French du, de la, de l' and des. It will be seen that these forms are same as those translating of or from the 'some' or 'any', frequently omitted in English, must be expressed in French.

**Example :** Vous avez du pain – You have some bread.

Il avait de l'eau – He had some water

Aurons-nous des poires – Shall we have pears.

There are two cases in which some or any is rendered by de [d' before a vowel or h mute]

(a) When an adjective precedes the noun.

**Example :** Il a de bon pain – he has some good bread.

Elle avait de grands chapeaux – They had some large hats.

But Ils ont du papier vert – They have green paper (because the adjective does not precede the noun).

**□ Check Your Progress – 2 :**

(a) Choisissez la form correcte de l'article indéfini :

- |                    |          |
|--------------------|----------|
| (i) _____ fils     |          |
| (i) Un             | (ii) une |
| (ii) _____ homme   |          |
| (i) Une            | (ii) un  |
| (iii) _____ oncle  |          |
| (i) Un             | (ii) une |
| (iv) _____ frère.  |          |
| (i) Une            | (ii) un  |
| (v) _____ gomme.   |          |
| (i) Un             | (ii) une |
| (vi) _____ cahier. |          |
| (i) Un             | (ii) une |
| (vii) _____ craie. |          |
| (i) Un             | (ii) une |
| (viii) _____ banc. |          |
| (i) Un             | (ii) Une |

(b) Mettez l'article indéfini:

- |                     |                      |
|---------------------|----------------------|
| (i) _____ classe    | (ii) _____ règle     |
| (iii) _____ plume   | (iv) _____ tableau.  |
| (v) _____ porte.    | (vi) _____ maison.   |
| (vii) _____ crayon. | (viii) _____ devoir. |

**4.3 LES NOMBRES CARDINAUX (THE CARDINAL NUMBERS) :**

0	zéro	1	un
2	deux	3	trois
4	quatre	5	cinq
6	six	7	sept
8	huit	9	Neuf
10	Dix	11	onze
12	douze	13	treize
14	quatorze	15	quinze
16	seize	17	dix-sept
18	dix-huit	19	dix-neuf
20	vingt	21	vingt et un
22	vingt-deux	23	vingt-trois
24	vingt-quatre	25	vingt-cinq
26	vingt-six	27	vingt-sept
28	vingt-huit	29	vingt-neuf
30	trente	31	trente et un
32	Trente- deux	33	Trente-trois
34	Trente-quatre	35	Trente-cinq
36	Trente-six	37	Trente-sept
38	Trente-huit	39	Trente-neuf
40	quarante	41	Quarante et un
50	cinquante	51	Cinquante et un
60	soixante	61	Soixante et un
70	soixante-dix	71	soixante-onze
72	soixante-douz	73	soixante-treize
74	soixante-quatorze	75	soixante-quinze
76	soixante-seize	77	soixante-dix-sept
78	soixante-dix-huit	79	soixante-dix-neuf
80	Quatre-vingts	81	Quatre-vingt-un
82	Quatre-vingt-deux	83	Quatre-vingt-trois
84	Quatre-vingt-quatre	85	Quatre-vingt-cinq
86	Quatre-vingt-six	87	Quatre-vingt-sept
88	Quatre-vingt-huit	89	Quatre-vingt-neuf
90	Quatre-vingt-dix	91	Quatre-vingt-onze

**Articles, Cardinals and Ordinals in French**

92	Quatre-vingt-douze	93	Quatre-vingt-treize
94	Quatre-vingt-quatorze	95	Quatre-vingt-quinze
96	Quatre-vingt-seize	97	Quatre-vingt-dix-sept
98	Quatre-vingt-dix-huit	99	Quatre-vingt-dix-neuf
100	Cent	101	Cent-un
102	Cent-deux	110	Cent-dix
111	Cent-onze	120	Cent-vingt
130	Cent-trente	140	Cent-quarante
150	Cent-cinquante	160	Cent-soixante
170	Cent-soixante-dix	180	Cent-quatre-vingts
181	Cent-quatre-vingt-un	190	Cent- quatre-vingt-dix
191	Cent-quatre-vingt-onze	199	Cent- quatre-vingt-dix-neuf
200	Deux- cents	201	Deux- cent-un
202	Deux- cent-deux	300	Trois-cents
301	Trois-cent-un	302	Trois-cent-deux
400	Quatre-cents	401	Quatre-cent-un
402	Quatre-cent-deux	500	Cinq-cents
501	Cinq-cent-un	502	Cinq-cent-deux
600	Six-cents	601	Six-cent-un
700	Sept-cents	800	Huit-cents
801	Huit-cent-un	900	Neuf-cents
901	Neuf-cents-un	902	Neuf-cent-deux
1000	mille	2000	Deux-mille
5000	Cinq-mille	10000	dix-mille
100000	Un million	1000000000	Un milliard

**\*note the hyphens**

**\*note the word 'et' , it is used before 1, for the numbers 21, 31, 41, 51, 61, 71 and not in 81 and 91.**

**\*The word vingt is plural in 80 (Quatre-vingts)**

**NOTE :**

- (1) All numbers from 17 to 99 inclusive require the hyphen, except the numbers where 'et' is present. No hyphen ever precedes or follows cent or mille in a compound number.
- (2) The conjunction 'et' is used for 21, 31 41 51, 61, 71.
- (3) Quatre-Vingts for 80 but Quatre-vingt-un for 81.

In this lesson you learnt that hyphens are of great importance in French.

**French Language****□ Check Your Progress – 3 :**

1. Écrivez les cardinaux : 17, 29, 12, 30, 46, 57, 63, 71, 80, 88, 90, 1000
2. Choisissez la bonne réponse :
  - (a) 9
    - (i) Huit
    - (ii) Neuf
    - (iii) sept
  - (b) 30
    - (i) Treize
    - (ii) Trois
    - (iii) trente
  - (c) 44
    - (i) Quarante
    - (ii) Quarante–quatre
    - (iii) quatorze
  - (d) 72
    - (i) Soixante–douze
    - (ii) Soixante–deux
    - (iii) Soixante–trois
  - (e) 80
    - (i) Quatre–vingt
    - (ii) Quatre–vingts
    - (iii) quarante
  - (f) 16
    - (i) Seize
    - (ii) Six
    - (iii) quinze
  - (g) 57
    - (i) Cinquante un
    - (ii) Cinquante et un
    - (iii) Cinquante–deux
  - (h) 90
    - (i) Quatre–vingt–neuf
    - (ii) Quatre–vingt doux
    - (iii) Quatre–vingt–dix

**4.4 LES NOMBRES ORDINAUX (THE ORDINAL NUMBERS) :**

Ordinal numbers are formed in French by adding the termination '-ième' to the Cardinal numbers, after omitting any final 'e' mute or (endings with e). We must not however forget that 'premier', 'cinquième', 'neuvième', offer exceptions to the general rule. Cardinal endings with Q, after Q, add U and then add the formula. for endings with f, f becomes v and then add the formula.

1 <sup>st</sup>	Premier (m.)/Première(f.)
2 <sup>nd</sup>	Deuxième
3 <sup>rd</sup>	troisième
4 <sup>th</sup>	quatrième
5 <sup>th</sup>	cinquième
6 <sup>th</sup>	sixième
7 <sup>th</sup>	septième
8 <sup>th</sup>	huitième
9 <sup>th</sup>	neuvième
10 <sup>th</sup>	dixième
11 <sup>th</sup>	onzième
12 <sup>th</sup>	douzième

**Articles, Cardinals and  
Ordinals in French**

13 <sup>th</sup>	treizième
14 <sup>th</sup>	quatorzième
15 <sup>th</sup>	quinzième
16 <sup>th</sup>	Seizième
17 <sup>th</sup>	dix-septième
18 <sup>th</sup>	dix-huitième
19 <sup>th</sup>	dix-neuvième
20 <sup>th</sup>	Vingtième
21 <sup>st</sup>	vingt et unième
22 <sup>nd</sup>	vingt-deuxième
30 <sup>th</sup>	Trentième
40 <sup>th</sup>	quarantième
50 <sup>th</sup>	cinquantième
60 <sup>th</sup>	soixantième
70 <sup>th</sup>	soixante-dixième
80 <sup>th</sup>	quatre-vingtième
90 <sup>th</sup>	quatre-vingt-dixième
100 <sup>th</sup>	centième
1000 <sup>th</sup>	Millième
100000 <sup>th</sup>	Millionnième

□ **Check Your Progress – 4 :**

1. Écrivez les ordinaux : 1, 4, 9, 16, 21, 30, 80, 72, 100, 44, 55, 65.

2. Choisissez la bonne réponse :

(a) 5<sup>th</sup>

(i) cinq

(ii) cinquième

(iii) cinqième

(b) 40<sup>th</sup>

(i) Quarantième

(ii) Quatre

(iii) quarante

(c) 100<sup>th</sup>

(i) Cent

(ii) Centième

(iii) centimes

(d) 73<sup>rd</sup>

(i) Soixante-troisième

(ii) Soixantième-treize

(iii) Soixante-treizième

(e) 90<sup>th</sup>

(i) Quatre-vingts-dixième

(ii) Quatre-vingt-dixième

(iii) Quatre-vingt

---

**4.5 LET US SUM UP :**

---

In this unit, you have gained the knowledge of classification of article, and its use, and Cardinal

number, and ordinals properly. You have studied about the different indefinite and definite articles that are used in French.

---

**4.6 ANSWERS FOR CHECK YOUR PROGRESS :**

---

☐ **Check Your Progress 1 :**

1. (a) la (b) le (c) la (d) l' (e) la  
 (f) l' (g) le (h) le (i) le (j) l'  
 (k) le (l) le (m) la
2. (a) (ii) (b) (i) (c) (iii) (d) (i)  
 (e) (iii) (f) (ii) (g) (i) (h) (i)

☐ **Check Your Progress 2 :**

1. (a) (i) (b) (ii) (c) (i) (d) (ii)  
 (e) (ii) (f) (i) (g) (ii) (h) (i)
2. (a) Une (b) une (c) une (d) un  
 (e) une (f) une (g) un (h) un

☐ **Check Your Progress 3 :**

1. 17 – dix-sept 29 – vingt-neuf  
 12 – douze 21 – vingt et un  
 30 – trente 46 – quarante-six  
 57 – cinquante-sept 63 – soixante-trois  
 71 – soixante et onze 80 – quatre-vingts  
 88 – quatre-vingt-huit 90 – quatre-vingt-dix  
 100 – cent
2. (a) (ii) (b) (iii) (c) (ii) (d) (i)  
 (e) (ii) (f) (ii) (g) (ii) (h) (iii)

☐ **Check Your Progress 4 :**

- |                         |                        |
|-------------------------|------------------------|
| 1. premier/ première    | 4. quatrième           |
| 9. neuvième             | 16. seizième           |
| 21. vingt en unième     | 30. trentième          |
| 80. quatre-vingtième    | 72. soixante-douzième  |
| 100. centième           | 44. quarante-quatrième |
| 53. cinquante-troisième | 65. soixante-cinquième |

---

**4.7 GLOSSARY :**

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L'article	The article
L'article défini	The definite article
L'article indéfini	The indefinite article

Masculine	Masculine
Féminin	Feminine
Singulier	Singular
Pluriel	Plural
L'eau	The water
Le pain	The bread
La poire	The pear
Le chapeau	The hat
Le papier	The paper

---

#### **4.8 ASSIGNMENT :**

---

1. Écrivez l'article défini: le, la, les, l'
  - (a) \_\_\_\_\_ homme
  - (b) \_\_\_\_\_ femmes
  - (c) \_\_\_\_\_ garçon
  - (d) \_\_\_\_\_ étudiante
  - (e) \_\_\_\_\_ étudiants
  - (f) \_\_\_\_\_ ami
  - (g) \_\_\_\_\_ professeur
  - (h) \_\_\_\_\_ élève
2. Écrivez l'article indéfini: une, un, des
  - (a) \_\_\_\_\_ frère
  - (b) \_\_\_\_\_ sœur
  - (c) \_\_\_\_\_ tante
  - (d) \_\_\_\_\_ fils
  - (e) \_\_\_\_\_ nièce
  - (f) \_\_\_\_\_ cousine
  - (g) \_\_\_\_\_ mère
  - (h) \_\_\_\_\_ oncle
3. Écrivez les cardinaux :  
1, 4, 12, 19, 31, 46, 54, 65, 70, 99
4. Écrivez les ordinaux :  
80, 5, 1, 9, 15, 31, 49, 59, 73, 95
5. Traduisez en français:
  - (a) The water
  - (b) The bread
  - (c) The paper
  - (d) The hat
  - (e) The pear
  - (f) Masculine
  - (g) Feminine

---

#### **4.9 ACTIVITY :**

---

Discuss the use of Article, cardinals and ordinals in French and give examples of each.

---

#### **4.10 CASE STUDY :**

---

Write five words of living things in French along with their definite and indefinite article.

Write five words of non-living things in French along with the indefinite articles.

---

#### **4.11 FURTHER READING :**

---

'Point de Départ' by Herbert F. Collins.







b. 62

1. Soixante-douze      2. Soixante-deux      3. Soixante-trois

c. 80

1. Quatre-vingt      2. Quatre-vingts      3. quarante

d. 15

1. Seize      2. Six      3. quinze

e. 57

1. Cinquante un      2. Cinquante et un      3. Cinquante-deux

9. Écrivez le contraire: (write the opposites)

- a. L'homme      b. Le garçon  
c. Le père      d. Le frère

10. Traduisez les mots en anglais:

- a. De rien      b. Bonjour  
c. S'ilvous plait      d. Très bien mere

## SET II

1. Write down the names of the Capitals of all the neighbouring countries of France.
2. Write down twenty words in French along with their meaning and mention the parts of speech.
3. Write down 8 words that are associated to the house.
4. Write five words of living things in French along with their definite and indefinite article.

# **FRENCH LANGUAGE**



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## **ROLE OF SELF INSTRUCTIONAL MATERIAL IN DISTANCE LEARNING**

The need to plan effective instruction is imperative for a successful distance teaching repertoire. This is due to the fact that the instructional designer, the tutor, the author (s) and the student are often separated by distance and may never meet in person. This is an increasingly common scenario in distance education instruction. As much as possible, teaching by distance should stimulate the student's intellectual involvement and contain all the necessary learning instructional activities that are capable of guiding the student through the course objectives. Therefore, the course / self-instructional material are completely equipped with everything that the syllabus prescribes.

To ensure effective instruction, a number of instructional design ideas are used and these help students to acquire knowledge, intellectual skills, motor skills and necessary attitudinal changes. In this respect, students' assessment and course evaluation are incorporated in the text.

The nature of instructional activities used in distance education self- instructional materials depends on the domain of learning that they reinforce in the text, that is, the cognitive, psychomotor and affective. These are further interpreted in the acquisition of knowledge, intellectual skills and motor skills. Students may be encouraged to gain, apply and communicate (orally or in writing) the knowledge acquired. Intellectual- skills objectives may be met by designing instructions that make use of students' prior knowledge and experiences in the discourse as the foundation on which newly acquired knowledge is built.

The provision of exercises in the form of assignments, projects and tutorial feedback is necessary. Instructional activities that teach motor skills need to be graphically demonstrated and the correct practices provided during tutorials. Instructional activities for inculcating change in attitude and behavior should create interest and demonstrate need and benefits gained by adopting the required change. Information on the adoption and procedures for practice of new attitudes may then be introduced.

Teaching and learning at a distance eliminates interactive communication cues, such as pauses, intonation and gestures, associated with the face-to-face method of teaching. This is

particularly so with the exclusive use of print media. Instructional activities built into the instructional repertoire provide this missing interaction between the student and the teacher. Therefore, the use of instructional activities to affect better distance teaching is not optional, but mandatory.

Our team of successful writers and authors has tried to reduce this.

Divide and to bring this Self Instructional Material as the best teaching and communication tool. Instructional activities are varied in order to assess the different facets of the domains of learning.

Distance education teaching repertoire involves extensive use of self- instructional materials, be they print or otherwise. These materials are designed to achieve certain pre-determined learning outcomes, namely goals and objectives that are contained in an instructional plan. Since the teaching process is affected over a distance, there is need to ensure that students actively participate in their learning by performing specific tasks that help them to understand the relevant concepts. Therefore, a set of exercises is built into the teaching repertoire in order to link what students and tutors do in the framework of the course outline. These could be in the form of students' assignments, a research project or a science practical exercise. Examples of instructional activities in distance education are too numerous to list. Instructional activities, when used in this context, help to motivate students, guide and measure students' performance (continuous assessment)

## **PREFACE**

We have put in lots of hard work to make this book as user-friendly as possible, but we have not sacrificed quality. Experts were involved in preparing the materials. However, concepts are explained in easy language for you. We have included many tables and examples for easy understanding.

We sincerely hope this book will help you in every way you expect. All the best for your studies from our team!

# FRENCH LANGUAGE

## Contents

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### **BLOCK 2 : PARTS OF SPEECH, THE CALENDAR, AUXILIARY VERB, GENDER AND NUMBER**

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#### **Unit 1      Parts of Speech**

Introduction, Noun (Noms), Masculine and Feminine Nouns, The General Noun, Pronouns (Pronoms), Personal Pronouns, There are Several Classes of Pronouns, Personal Pronouns in French are Placed Immediately, Pronoun Objects, How to Use the Pronouns in a Correct Manner, Position of the French Equivalent of 'me', 'him', 'us', 'them'; etc., Important Points to Remember Regarding the Personal Pronouns, The Pronoun 'it'

#### **Unit 2      Names of Days, Seasons, Months in French**

Introduction, Les Noms De Jours, Mois Et Saisons (The Names of Days, Months and Seasons), Dates, Les Corps Humaine, Excuses (Apologies), Common French Words, Les Adjectifs Qualificatifs Et Leurs-Contraires

#### **Unit 3      Auxiliary Verb, Professions and Colours**

Introduction, Verbe Auxiliaire – Auxiliary Verb, Verbe être – Verb to be, Verbe avoir – Verb to have, Verbe faire – Verb to do, Professions, La Couleur – The Colour, Répondez, Traduisez en français (Translate into French)

#### **Unit 4      Gender and Number**

Introduction, Gender, Rules to get the Feminine Form of a Word from its Masculine Form, Exception – Grec – Grecque (Greek), Exception – For The Following Adjectives, Change 'et' to 'ète', Nouns of Two Genders, Number, Formation of The Plural of Nouns and Adjectives



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## **French Language**

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### **BLOCK 2 : PARTS OF SPEECH, THE CALENDAR, AUXILIARY VERB, GENDER AND NUMBER**

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UNIT 1    PARTS OF SPEECH

UNIT 2    NAMES OF DAYS, SEASONS, MONTHS IN FRENCH

UNIT 3    AUXILIARY VERB, PROFESSIONS AND COLOURS

UNIT 4    GENDER AND NUMBER



# ***PARTS OF SPEECH, THE CALENDAR, AUXILIARY VERB, GENDER AND NUMBER***

## **Block Introduction :**

In this unit you will learn about noun, what do we mean by it and how we implement it as a part of our speech, you will get to know how nouns are classified into two genders only in French unlike we normally classify nouns into four gender categories in English. You will study about Pronouns, mainly personal pronoun, which are very commonly used and the Pronoun 'it'. You will also learn about the names of the days, months, seasons. You will be familiarized with the different words attributed to the different body parts of human being. In this block, you will get to know what auxiliary verbs are and how they are used in a sentence, furthermore you will also get to know about the different types of auxiliary verbs and their translations. You will get to know about some commonly used French words and their antonyms. Moreover, you will get to know about the French words for different professions. And the colours that we see all around us.

## **Block Objectives :**

**After Learning this block, you will be able to understand :**

- Noun
- Pronoun
- Classification of nouns on the basis of genders
- Personal pronouns
- Names of days
- Names of months
- Names of seasons
- Names of body parts of a human body
- Common french words and their antonyms.
- Auxiliary verb and their forms with their translation into English language.
- Names of the common professions.
- How colours are named in French
- Gender and its two classification
- Number (singular and plural)

## **Block Structure :**

**Unit 1 : Parts of Speech**

**Unit 2 : Names of Days, Seasons, Months in French**

**Unit 3 : Auxiliary Verb, Professions and Colours**

**Unit 4 : Gender and Number**

**UNIT STRUCTURE**

- 1.0 Learning Objectives
- 1.1 Introduction
- 1.2 Noun (Noms)
  - 1.2.1 Masculine and Feminine Nouns
  - 1.2.2 The General Noun
- 1.3 Pronouns (Pronoms)
  - 1.3.1 Personal Pronouns
  - 1.3.2 There are Several Classes of Pronouns
  - 1.3.3 Personal Pronouns in French are Placed Immediately
  - 1.3.4 Pronoun Objects
  - 1.3.5 How to Use the Pronouns in a Correct Manner
  - 1.3.6 Position of the French Equivalent of 'me', 'him', 'us', 'them'; etc.
- 1.4 Important Points to Remember Regarding the Personal Pronouns
- 1.5 The Pronoun 'it'
- 1.6 Let us Sum Up
- 1.7 Answers for Check Your Progress
- 1.8 Glossary
- 1.9 Assignment
- 1.10 Activities
- 1.11 Case Study
- 1.12 Further Reading

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**1.0 LEARNING OBJECTIVES :**

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- Noun
- Pronoun
- Classification of nouns on the basis of genders
- Personal pronouns

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**1.1 INTRODUCTION :**

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In this unit, you will learn about noun (noms) – what do we mean by it and how we use it as a part of our speech. You will get to know how nouns are classified into two genders only in French unlike we normally do in English. You will study about Pronouns, mainly personal pronoun which are very commonly used and the Pronoun 'it'.

**1.2 NOUN (NOMS) :**

The nouns in French are either masculine or feminine. There is no neuter or common gender in French and they are usually preceded by an article.

It is important to learn the gender of the noun along with the noun itself because articles, adjectives, some pronouns and some verbs have to agree with the nouns; that is, they change depending on the gender of the noun they modify.

**1.2.1 Masculine and Feminine Nouns :**

<b>Masculine</b>	<b>Masculin</b>	<b>Feminine</b>	<b>Feminin</b>
Man	L'homme	Woman	La femme
Boy	Le garçon	Girl	La fille
Father	Le père	Mother	La mère
Brother	Le frère	Sister	La sœur
Uncle	L'oncle	Aunt	La tante
Nephew	Le neveu	Niece	La niece
Grandfather	Le grand père	Grandmother	La grand mère
Grandson	Le petit fils	Granddaughter	La petite fille
Husband	Le mari	Wife	La femme
Father-in-law	Le beau-père	Mother-in-law	La belle mère
Cousin	Le cousin	Cousin(sister)	La cousine

**1.2.2 The General Noun :**

A noun used in a general sense takes the definite article in French, though not commonly used in a similar fashion in English language.

L'homme est mortel – Man is mortal.

Les hommes sont mortel – Men are mortal.

Le miel est très doux – Honey is very sweet.

Le cheval est un animal utile – The horse is useful.

**☐ Check Your Progress – 1 :**

I. Are the following words masculine or feminine?

1. L'homme

(a) Masculin

(b) Féminin

2. Mère

(a) Masculine

(b) Féminin

3. Oncle

(a) Masculin

(b) Féminin

4. beau-père

(a) Masculin

(b) Féminin

II. Traduisez en anglaise: Translate into English.

- |                  |                   |
|------------------|-------------------|
| 1. Le garçon     | 2. La mère        |
| 3. Le frère      | 4. Le mari        |
| 5. Le neveu      | 6. Le cousin      |
| 7. Le père       | 8. La niece       |
| 9. Le petit fils | 10. La belle mère |

---

**1.3 PRONOUNS (PRONOMS) :**

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Pronouns are the words that come in place of nouns.

**1.3.1 Personal Pronouns :**

- 1<sup>st</sup> person singular – Je (I)
- 2<sup>nd</sup> person singular – Tu (you)
- 3<sup>rd</sup> person singular – Elle/il (she/he)
- 1<sup>st</sup> person plural – Nous (we)
- 2<sup>nd</sup> person plural – Vous (you)
- 3<sup>rd</sup> person plural – Elles/ils (she/he)

These personal pronouns are used as:

- (a) A subject of the sentence.
- (b) In the expression 'où est' (where is), où sont (where are), comment est (how is), comment sont (how are); the subject pronoun is placed after the verb.
- (c) When the subject includes 'et moi' (and me), replace it with nous.
- (d) When the subject includes 'et tu' or 'et vous' (and you), replace it with vous only.

**Examples :**

Tu (subject pronoun) es un pilote – You are a pilot.

Tu is used for juniors or for batch mates.

Elle (subject pronoun) a une belle voiture – She has a nice car.

Vous (subject pronoun) être directeur de l'école – You are the principal of the school.

Il (Subject pronoun) a une énorme appartement – He has a huge house apartment.

**1.3.2 There are Several Classes of Pronouns :**

**Personal :**

Moi – me, to me

Nous – we, us, to us

Vous – you, to you

Tu – you(to your batchmates/ juniors)

Je – I

Elle/il – She/he

Ils/Elles – They(m)/They(f)

## French Language

Lui – to him/to her

Les (for plural forms of both masculine and feminine) – them

Le(m) – him, it

La(f) – her, it

### 1.3.3 Personal Pronouns in French are Placed Immediately before the Verb of Which They are The Object :

Ils les brisent – They break them.

Elle nous oublie – She forgets us.

Nous les aimons – We like them.

Ils m'oublient – They forget me.

Il l'écrit – He is writing it.

### 1.3.4 Pronoun Objects :

The personal pronoun has for the indirect object of the third person, the following forms –

Lui (to,for) him (to, for) her.

Leur (to, for) them

Lui and leur precede the verb, but follow le, la,les.

Nous lui parlons – We speak to him (to her).

Je la lui donne – I gave it to her (to him).

Je les leur donne – I give them (to them).

### 1.3.5 How to use the Pronouns in a Correct Manner :

- Arup le rencontre – Arup meets him.
- Arup la rencontre – Arup meets her.
- Arup les rencontre – Arup meets them.
- Amita le vend – Amita sells it (used for an object which is masculine in French).
- Amita la vend – Amita sells it (used for an object which is feminine in French).
- Arup nous félicite – Arup congratulates us.
- Arup vous félicite – Arup congratulates you.
- Anita me choisit – Anita chooses me.
- Anita te choisit – Anita chooses you.
- Anita vous comprend – Anita understands you.

### 1.3.6 Position of the French Equivalent of 'me', 'him', 'us', 'them'; etc.

The French words for the given words come before the verb.

The words for 'him, her, it and them' are just like the words for 'the'.

The words for 'us' and 'you' are just like those for 'we' and 'you'.

'me' in French is 'me', the word for 'you' for a familiar, junior singular person is 'tu' whereas for the familiar plural it is 'vous'.

Me, nous, vous, and te can also mean 'to me'; 'to us', 'to you'.

Il me parle – He speaks to me.

Il nous répète – He repeats to us.

Elle vous répond – She replies to you.

Elle te vend – She sells to you (familiar singular 2nd person).

☐ **Check Your Progress – 2 :**

I. Give the French words for the following English words :

1. him, it

(a) Le

(b) La

2. Her, it

(a) La

(b) leur

3. They (masculine)

(a) Ils

(b) Elles

4. We

(a) Vous

(b) Nous

II. Traduisez :

1. We like.

2. She forgets.

3. He is writing

4. They break.

**1.4 IMPORTANT POINTS TO REMEMBER REGARDING THE PERSONAL PRONOUNS :**

**Both 'to him' and 'to her' are translated by lui.**

Je lui répète – I repeat to him (or to her).

**We express 'to them' by leur**

Je leur parle – I speak to them.

**Sometimes the 'to' is not expressed in English, although it is clearly intended.**

Compare the French and the English equivalent of the same words.

Je suis vend la voiture – I sell him the car.

Nous leur telephones – We telephone them.

**Note :** me, la, le and te become m', l', t' in front of a vowel or 'h'. for example:

Il m'invite; elle l'écoute; je t'invite.

☐ **Check Your Progress – 3 :**

I. Traduisez:

1. I repeat.

2. I speak.

3. I sell.

4. We telephone.

II. Choisissez la bonne réponse (Choose the correct answers)

1. First person plural

(a) Je

(b) Tu

(c) Nous.

2. Third person singular

(a) Tu

(b) Il

(c) Je

## French Language

3. First person singular  
(a) Je                      (b) Vous                      (c) nous
4. Third person plural (masculine)  
(a) Je                      (b) Tu                      (c) Ils
5. Second person plural  
(a) Vous                      (b) Nous                      (c) ils

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### 1.5 THE PRONOUN 'IT' :

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When 'it' refers to something which has just been mentioned, we use the same word in French as for 'he' or 'she', depending on the gender of the noun.

Le train ? Il est très rapide – The train ? It is very fast.

La gomme ? Elle est blanche – The eraser ? It is white.

Referring to things, 'they' is expressed by 'ils' or 'elles'.

Les trains ? Ils sont très rapides – The trains ? They are very fast.

Les places ? Elles sont réservées ? – The seats ? They are reserved.

Le rapport ? Il est très important – the report ? It is very important.

La bière ? Elle est mauvaise – The beer ? It is bad.

La poche ? Elle est pleine – The pocket ? It is full.

L'appareil ? Il est excellent – The machine ? It is excellent.

Le restaurant ? Il est fermé – The restaurant ? It is closed.

La qualité ? Elle est très bonne – The quality ? It is very good.

Les produits ? Ils sont français – The products ? They are French.

Les messages ? Ils sont en anglais – The messages ? They are in English.

L'explication ? Elle n'est pas claire – The explanation ? It is not very clear.

Le répondeur automatique ? Il n'est pas cher – The answering machine, it is not expensive.

#### ☐ Check Your Progress – 4 :

##### I. Traduisez les mots en anglais :

- |                 |                  |
|-----------------|------------------|
| 1. Le train     | 2. La gomme      |
| 3. La bière     | 4. La poche      |
| 5. L'appareil   | 6. Le restaurant |
| 7. Les produits | 8. La qualité    |

##### II. Traduisez les mots en français :

- |                 |                |
|-----------------|----------------|
| 1. Important    | 2. Fast        |
| 3. Quality      | 4. Product     |
| 5. The beer     | 6. English     |
| 7. Closed       | 8. The machine |
| 9. The messages | 10. Expensive  |
| 11. The report  |                |

---

## 1.6 LET US SUM UP :

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In French the nouns are either masculine or feminine, It is very important to learn the gender of the noun along with it.

The personal pronouns which are very commonly used are Je, tu, il/elle, nous, vous, ils/elles.

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## 1.7 ANSWERS FOR CHECK YOUR PROGRESS :

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❑ **Check Your Progress 1 :**

- I. 1. (a)            2. (b)            3. (a)            4. (a)
- II. 1. The boy            2. The mother            3. The brother  
 4. The husband            5. The nephew            6. The cousin  
 7. The father            8. The niece            9. The grandson  
 10. The mother-in-law

❑ **Check Your Progress 2 :**

- I 1. (a)            2. (a)            3. (a)            4. (b)
- II. 1. Nous aimons            2. Elle oublie  
 3. Il écrit            4. Ils brisent

❑ **Check Your Progress 3 :**

- I. 1. je repète.            2. Je parle.  
 3. Je vend.            4. Nous téléphonons
- II. 1. (c)            2. (b)            3. (a)            4. (c)            5. (a)

❑ **Check Your Progress 4 :**

- I. The train, the eraser, the beer, the pocket, the machine, the restaurant, the products, the quality.
- II. important, rapide, qualité, produit, la bière, anglaise, fermé, la machine, les messages, cher, la rapport.

---

## 1.8 GLOSSARY :

Masculin	Masculine	Féminin	Feminine
L'homme	The man	Le garçon	The boy
Le père	The father	Le frère	The brother
L'oncle	The uncle	Le neveu	The nephew
Le grand père	The grandfather	La grand mère	The grandmother
The petit fils	The grandson	Le mari	The husband
Le beau père	The father-in-law	Mortel	Mortal
La femme	The woman	La fille	the girl
La sœur	The sister	La tante	The aunt
La mère	The mother	La petite-fille	The grand daughter
Je	I	Tu	You



## French Language

Elle	She	Il	He
Nous	We	Vous	You
Ells/ils	They	Lui	To him/her
Me	Me,to me	Leur	Them
Oublier	To forget	Aimer	To love/like
Écrire	To write		
Donner	to give	Parler	to speak
Rencontrer	To meet	Vendre	To sell
Félicite	To congratulate	Choisir	To choose
Comprendre	To understand	Briser	To break
La pilote	The pilot	Le train	The train
Belle	Nice	Il est	It is (non living)
Elle a	She has	Il est	He is (livin)
La voiture	The car	Rapide	Fast
Vous êtes	You are	Les places	The seats
Le directeur	The principal	Très	Very
L'école	The school	Réservé	Reserved
Il a	He has	Le rapport	The report
Énorme	Enormous/huge	Important	Important
Appartement	Apartment	La bière	The beer
Comment est	How is	Mauvais	Bad/naughty
Et moi	And me	Pleine	Full
Et vous	And you	L'appareil	The machine
Tu es	You are	Le restaurant	The restaurant
La qualite	The quality	Fermé	Closed
Bon/bonne	Good	Anglais	English
Les produits	The products	L'explication	The explanation
Français	French	Claire	Clear
Les messages	The messages	Le répondeur automatique	The answering machine

### 1.9 ASSIGNMENT :

1. Homme
  - (a) masculine
  - (b)féminin
2. Femme
  - (a) masculine
  - (b)féminin

3. Cousin  
(a) masculine (b)féminin
4. Tante  
(a) masculine (b) féminin
5. Garçon  
(a) masculine (b) féminin
6. Oncle  
(a) masculine (b) féminin
7. Write names of 10 non–living objects in French
8. Write names of 10 living objects in French
9. Écrivez les féminins  
(a) Homme (b) Mari  
(c) Oncle (d) Père  
(e) Cousin (f) Neveu  
(g) Fils (h) Frère  
(i) Petit–fils (j) Beau–père

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**1.10 ACTIVITY :**

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Discuss the use of nouns and pronouns.

---

**1.11 CASE STUDY :**

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Write the personal pronoun in singular and plural in French.

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**1.12 FURTHER READING :**

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Point de depart by Herbert F.Collins.



**UNIT STRUCTURE**

- 2.0 Learning Objectives
- 2.1 Introduction
- 2.2 Les Noms De Jours, Mois Et Saisons (The Names of Days, Months and Seasons)
- 2.3 Dates
- 2.4 Les Corps Humaine
- 2.5 Excuses (Apologies)
- 2.6 Common French Words
- 2.7 Les Adjectifs Qualicatifs Et Leurs–Contraires
- 2.8 Let us Sum Up
- 2.9 Answers for Check Your Progress
- 2.10 Glossary
- 2.11 Assignment
- 2.12 Activities
- 2.13 Case Study

**2.0 LEARNING OBJECTIVES :**

- Names of days
- Names of months
- Names of seasons
- Names of body parts of a human body
- Common french words and their antonyms.

**2.1 INTRODUCTION :**

In this unit you will learn about the names of days, months, seasons, and important dates. You will also study about the different words attributed to the different body parts of an human being. In this unit you will come across common French words and get to know what their antonyms are.

**2.2 LES NOMS DE JOURS, MOIS ET SAISONS (THE NAMES OF DAYS, MONTHS AND SEASONS) :**

Le nom	The name
Le matin	The morning
Le jour	The day
Le midi	The noon
L'après–midi	The afternoon

**Names of Days,  
Seasons,  
Months in French**

Le soir	The evening
La nuit	The night
La minuit	The midnight
La semaine	The week
Le mois	The month
L'année	The year
La saison	The season
Trimestre	Quarter/term
Semestre	Semester/half-year
Décennie	Decade
Siècle	Century
Calendrier	Calendar
Hebdomadaire	Weekly
Mensuel	Monthly
Annuel	Yearly
Il ya	There is/are
De	Of
Le dernier	The last

(1) Les noms de sept jours – The names of the seven days.

Une semaine a sept jours –A week has seven days.

Il ya a sept jours dans une semaine –There are seven days in a week.

<b>Day in French</b>	<b>Day in English</b>
Lundi	Monday
Mardi	Tuesday
Mercredi	Wednesday
Jeudi	Thursday
Vendredi	Friday
Samedi	Saturday
Dimanche	Sunday

<b>Hier</b>	Yesterday
<b>Avant-hier</b>	The day before yesterday
<b>Demain</b>	Tomorrow
<b>Après demain</b>	The day after tomorrow
<b>Aujourd'hui</b>	Today
<b>Quotidien</b>	Daily

**French Language**

- (2) Les noms de douze mois – The names of twelve months.  
 Une année a douze mois –A year has twelve months.  
 Il y a douze mois dans une année –There are twelve months in a year,

Months in French	Months in English
Janvier	January
Février	February
Mars	March
Avril	April
Mai	May
Juin	June
Juillet	July
Août	August
Septembre	September
Octobre	October
Novembre	November
Décembre	December

☐ **Check Your Progress – 1 :**

Choisissez l'opinion correcte (Pick the correct option)

1. Morning  
 (a) Matin (b) jour
2. Good morning  
 (a) Bonsoir (b) Bonjour
3. The week  
 (a) Le semaine (b) La semaine
4. The season  
 (a) La saison (b) Les saisons
5. The year  
 (a) L'anné (b) L'an
6. The evening  
 (a) La nuit (b) Le soir
7. The night  
 (a) La nuit (b) Le jour
8. There is/are  
 (a) Il y a (b) Il est
9. The last  
 (a) Le dernier (b) Le premier
10. The month  
 (a) Le mois (b) L'année

**Names of Days,  
Seasons,  
Months in French**

11. Écrivez les noms de sept jours (Write the names of the seven days)
12. Écrivez les noms de douze mois (Write the names of the twelve months)
13. Completez
- (a) \_\_\_\_\_ est le premier mois de l'année.
- (b) \_\_\_\_\_ est le quatrième mois de l'année.
- (c) \_\_\_\_\_ est le onzième mois de l'année.
- (d) \_\_\_\_\_ est le sixième mois de l'année.
- (e) \_\_\_\_\_ est le dernier mois de l'année.
- (f) \_\_\_\_\_ est le dixième mois de l'année.
14. Traduisez les mots en français
- (a) The week (b) The evening
- (c) The century (d) The season
- (e) The night (f) The month
- (g) The noon (h) The last
15. Traduisez les mots en anglais :
- (a) Le mois (b) Décennie
- (c) Semestre

Les noms de quatre saisons –The names of four seasons.

Une année a quatre saisons –A year has four seasons.

Il y a quatre saisons dans une année –There are four seasons in a year.

**2.2.3 Names of Seasons in French :**

Seasons in French	Seasons in English
<b>Le printemps</b>	The spring
<b>L'été</b>	The summer
<b>L'automne</b>	The autumn
<b>L'hiver</b>	The winter

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**2.3 DATES :**

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Quelle date sommes – nous aujourd'hui ? What is the date today ?

Nous sommes le neuf juillet – It is the 9<sup>th</sup> July

Nous sommes le trente janvier – It is the 30<sup>th</sup> January.

**NOTE :** for the ' first' for each month, we use 'le premier'

Le premier juillet	The 1 <sup>st</sup> July
Le premier décembre	The 1 <sup>st</sup> December
Le jour de l'an	The 1 <sup>st</sup> January
Saint-Valentin	Valentine day
Poisson d'avril	April fool's day

**French Language**

Fête nationale[Français]	14 <sup>th</sup> July
Fête nationale[Inde]	15 <sup>th</sup> August
Fête travail	Labour day, 1 <sup>st</sup> May
Noël	Christmas/25 <sup>th</sup> December

❑ **Check Your Progress – 2 :**

1. Completez

- (a) Il y a \_\_\_\_\_ saisons dans une année.  
 (b) Une année a quatre \_\_\_\_\_.  
 (c) L'été –  
     (i) The summer                      (ii) The spring  
     (iii) The winter  
 (d) Le printemps –  
     (i) The winter                      (ii) The spring  
     (iii) The autumn  
 (e) L'hiver –  
     (i) The summer                      (ii) The spring  
     (iii) The winter  
 (f) L'automne –  
     (i) The summer                      (ii) The autumn  
     (iii) The winter

2. Écrivez les noms de quatre saisons. (Write the names of the four seasons).

3. Traduisez les mots en anglais :

- (a) Valentine day                      (b) Noël  
 (c) Le premier janvier              (d) Fête nationale  
 (e) Poisson d'avril                    (f) La saison

4. Traduisez les mots en français :

- (a) The spring                          (b) The summer  
 (c) The season                          (d) The year

**2.4 LES CORPS HUMAINE :**

La tête	The head	La crâne	The skull
Le visage	The face	Le cheveu	The hair
La joue	The cheek	Le cou	The neck
La gorge	The throat	Le trône	The trunk
Le buste	The bust	L'épaule(f.)	The shoulder
La poitrine	The chest	Le sein	The breast
Le dos	the back	Le côté	The side
La taille	The waist	La hanche	The hip

**Names of Days,  
Seasons,  
Months in French**

Le ventre	The belly	La cœur	The heart
L'artère	The artery	La veine	The vein
Le pouls	The pulse	Le sang	The blood
Le circulation	The circulation	L'œil, yeux(p)	The eye, eyes
Le nerf	The nerve	Le peau	The skin
La ride	The wrinkle	La chair	The flesh
Le muscle	The muscle	L'os	The bone
L'articulation	The joint	Le poignet	The wrist
La squelette	The skeleton	Le cerveau	the brain
L'oreille	The ear	Le nez	The nose
La bouche	The mouth	La livre	The lip
La langue	The tongue	Le dent	The tooth
Le bras	The arm	La coude	The elbow
Le main	The hand	Le doigt	The finger
La jambe	The leg	La cuisse	The thigh
Le genou	The knee	Le mollet	The calf
Le pied	The foot	L'orteil	The toe
Le pumon	The lung	Le respiration	The breathing
La salive	The saliva	L'estomac	The stomach
Le foie	The liver	Le rein	The kidney
L'intestine	The intestine	Le soureil	the eyebrow
Le front	The forehead	La digestion	The digestion
Le cil	The eyelash	Le menton	The chin
L'ongle	The nail	La barbe	The beard

**2.5 EXCUSES (APOLOGIES) :**

Pardon, madame – Excuse me, Madam.

Excusez-moi je vous prie – I beg your pardon.

Je regrette infiniment – I am very sorry.

Je ne peux rien promettre – I can't promise you.

Ce sera pour une autre fois – We'll make up for it some other time.

Je suis navré de ce contre temps – I am very sorry that I can't.

**2.6 COMMON FRENCH WORDS :**

Words in French	Words in English
Le professeur	The professor/teacher
L'étudiant	The student (boy)



**French Language**

<b>L'étudiante</b>	The student (girl)
<b>L'élève</b>	The pupil
<b>La salle de classe</b>	The classroom
<b>Le tableau noir</b>	The blackboard
<b>La craie</b>	The chalk
<b>Le banc</b>	The bench
<b>La chaise</b>	The chair
<b>Le livre</b>	The book
<b>Le cahier</b>	The notebook, exercise book
<b>La règle</b>	The scale
<b>Le stylo</b>	The fountain pen
<b>La plume</b>	The pen(feather)
<b>Le crayon</b>	The pencil
<b>La gomme</b>	The eraser
<b>L'encre</b>	The ink
<b>L'encrier</b>	The inkpot
<b>Le devoir</b>	The homework
<b>Le taille-crayon</b>	The sharpner
<b>Le cartable</b>	The school bag
<b>Le boîte de crayon</b>	The pencil box
<b>L'école</b>	The school
<b>Le collègue</b>	The college
<b>L'université</b>	The university

**☐ Check Your Progress – 3 :**

1. Traduisez les mots en français :  
(a) The ear      (b) The lip      (c) The chest  
(d) The shoulder      (e) The back
2. Mettez l'article défini :  
(a) \_\_\_\_\_ livre      (b) \_\_\_\_\_ crayon  
(c) \_\_\_\_\_ table      (d) \_\_\_\_\_ stylo  
(e) \_\_\_\_\_ encre      (f) \_\_\_\_\_ règle  
(g) \_\_\_\_\_ école      (h) \_\_\_\_\_ craie  
(i) \_\_\_\_\_ étudiant
3. Traduisez les mots en anglais :  
(a) L'université      (b) La gomme      (c) L'encre  
(d) Le college      (e) L'école      (f) La règle  
(g) Le tableau noir      (h) Le professeur

4. Mettez l'article indéfini :

- (a) \_\_\_\_\_ banc. (b) \_\_\_\_\_ cartable.  
 (c) \_\_\_\_\_ salle de classe. (d) \_\_\_\_\_ devoir.  
 (e) \_\_\_\_\_ gomme. (f) \_\_\_\_\_ étudiant.  
 (g) \_\_\_\_\_ étudiante.

**Names of Days,  
 Seasons,  
 Months in French**

## 2.7 LES ADJECTIFS QUALICATIFS ET LEURS-CONTRAIRES :

Word (in French)	Word (In English)	Antonym (in French)	Antonym (In English)
Affirmatif	Affirmative	Négatif	Negative
Agréable	Agreeable	désagréable	Disagreeable
Beau	Beautiful	Laid	Ugly
Blanc	White	Noir	Black
Bon	Good	Mauvais	Bad, naughty
Calme	Calm	Bruyant, agité	Restless, agitated
Chaud	Warm, hot	Froid	Cold
Clair	Clean, clear	Sombre	Dirty, unclean
Composé	Compound	Simple	Simple
Content	Pleased, happy	Mécontent	Dissatisfied, displeased
Court	Short	Long	Long
Dernier	Last	Premier	First
Difficile	Difficult	Facile	Easy
Droit	Right	Gauche	Left
Fatigant	Fatigued, tiring	Reposant	Restful, refreshing
Gai	Gay, jolly, cheerful	Triste	Sad
Haut	High	Bas	Low
Heureux	Happy	Malheureux	Unhappy
Variable	Variable	Invariable	Invariable
Jeune	Young	Vieux	Old
Joli	Pretty	Laid	Ugly
Joyeux	Joyful	Triste	Sad
Léger	Light	Lourd	Heavy
Masculin	Masculine	Féminin	Feminine
Moderne	Modern	Ancien	Ancient
Neuf	New	Vieux	Old
Nombreux	Numerous	Rare	Rare

## French Language

Ouvert	Open	Fermé	Closed
Paresseux	Lazy	Courageux	Courageous
Passé	Past	Futur	Future
Pauvre	Poor	Riche	Rich
Plein	Empty	Vide	Full
Privé	Private	Public	Public
Seul	Only	Accompagné	Accompanied
Utile	Useful	Inutile	Useless
Vrai	True	Faux	false

### ☐ Check Your Progress – 3 :

- Écrivez les contraires : (write the opposites)
  - Jeune
  - Vraie
  - Moderne
  - Claire
  - Chaud
  - Haut
  - Court
  - Blanc
  - Dernier
  - Heureux
  - Plein
  - Privé
- Traduisez les mots en anglais
  - Joli
  - Utile
  - Pauvre
  - Ouvert
  - Léger
  - Fatigue
  - Seul
  - Paresseux
- Traduisez les mots en français :
  - Beautiful
  - Right
  - Joyful
  - Rare
  - Left
  - Ugly
  - Heavy
  - First
  - Cold
  - Easy
  - Sad
  - Full

---

## 2.8 LET US SUM UP :

---

There are seven days in a week : Lundi, Mardi, Mercredi, Jeudi, Vendredi, Samedi, Dimanche.

The four seasons are : Le printemps, L'été, L'automne, L'hiver.  
For the 'first' for each month, we use 'le premier'.

---

## 2.9 ANSWERS FOR CHECK YOUR PROGRESS :

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### ☐ Check Your Progress 1 :

- (a)
- (b)
- (b)
- (a)
- (a)
- (b)
- (a)
- (b)
- (a)
- (b)
- Lundi, Mardi, Mercredi, Jeudi, Vendredi, Samedi, Dimanche.
- Janvier, Février, Mars, Avril, Mai, Juin, Juillet, Août, Septembre, Octobre, Novembre, Décembre.
- (a) Janvier                      (b) avril                      (c) novembre  
(d) juin                              (e) Décembre                      (f) octobre

**Names of Days,  
Seasons,  
Months in French**

14. (a) la semaine (b) le soir (c) siècle  
(d) la saison (e) le mois (f) le midi  
(h) le dernier
15. (a) monthly (b) the midnight (c) the day  
(d) yesterday (e) today (f) the month  
(g) the decade (h) semester

☐ **Check Your Progress 2 :**

1. (a) quatre (b) saisons (c) (i)  
(d) (ii) (e) (iii) (f) (ii)
2. Le printemps, L'été, L'automne, L'hiver.
3. (a) Valentine's day (b) Christmas (c) 1st January  
(d) National Festival. (e) April fool's day (f) the season  
(g) the festival.
4. (a) Le printemps (b) L'été (c) la saison  
(d) l'année

☐ **Check Your Progress 3 :**

1. (a) the hair (b) the mouth (c) the tongue  
(d) the tooth (e) the shoulder (f) the eye  
(g) the nose (h) the arm
2. (a) le (b) le (c) la  
(d) le (e) l' (f) la  
(g) l' (h) l' (i) l'
3. (a) the university (b) the eraser (c) the ink  
(d) the college (e) the school (f) the scale  
(g) the blackboard (h) the professor
4. (a) un (b) une (c) une  
(d) un (e) une (f) un  
(g) une

☐ **Check Your Progress 4 :**

1. (a) vieux (b) faux (c) ancien  
(d) sombre (e) froid (f) bas  
(g) long (h) noir (i) premier  
(j) malheureux (k) vide (l) public
2. (a) pretty (b) useful (c) poor  
(d) open (e) light (f) tired  
(g) only (h) lazy
3. (a) beau (b) droit (c) joyeux  
(d) rare (e) gauche (f) laid  
(g) lourd (h) premier (i) froid  
(j) facile (k) triste (l) vide

2.10 (GLOSSARY :

<b>Le nom</b>	The name	<b>L'année</b>	The year
<b>Le matin</b>	The morning	<b>La saison</b>	The season
<b>Le jour</b>	The day	<b>Trimestre</b>	Quarter/term
<b>Le midi</b>	The noon	<b>Semestre</b>	Semester/half-year
<b>L'après-midi</b>	The afternoon	<b>Décennie</b>	Decade
<b>Le soir</b>	The evening	<b>Siècle</b>	Century
<b>La nuit</b>	The night	<b>Calendrier</b>	Calendar
<b>La minuit</b>	The midnight	<b>Hebdomadaire</b>	Weekly
<b>La semaine</b>	The week	<b>Mensuel</b>	Monthly
<b>Le mois</b>	The month	<b>Annuel</b>	Yearly
<b>Hier</b>	Yesterday	<b>La tête</b>	The head
<b>Avant-hier</b>	The day before yesterday	<b>Le visage</b>	The face
<b>Demain</b>	Tomorrow	<b>La joue</b>	The cheek
<b>Après demain</b>	The day after tomorrow	<b>La gorge</b>	The throat
<b>Aujourd'hui</b>	Today	<b>Le buste</b>	The bust
<b>Quotidien</b>	Daily	<b>La poitrine</b>	The chest
<b>Le ventre</b>	The belly	<b>Le dos</b>	the back
<b>L'artère</b>	The artery	<b>La taille</b>	The waist
<b>Le pouls</b>	The pulse	<b>La squelette</b>	The skeleton
<b>Le circulation</b>	The circulation	<b>L'oreille</b>	The ear
<b>La bouche</b>	The mouth	<b>La lèvre</b>	The lip
<b>La langue</b>	The tongue	<b>Le dent</b>	The tooth
<b>Le bras</b>	The arm	<b>La coude</b>	The elbow
<b>Le main</b>	The hand	<b>Le doigt</b>	The finger
<b>La jambe</b>	The leg	<b>La cuisse</b>	The thigh
<b>Le genou</b>	The knee	<b>Le mollet</b>	The calf
<b>Le pied</b>	The foot	<b>L'orteil</b>	The toe
<b>Le pumon</b>	The lung	<b>Le respiration</b>	The breathing
<b>La crâne</b>	The skull	<b>La salive</b>	The saliva
<b>Le cheveu</b>	The hair	<b>Le foie</b>	The liver
<b>Le cou</b>	The neck	<b>L'intestine</b>	The intestine
<b>Le tronc</b>	The trunk	<b>Le front</b>	The forehead

**Names of Days,  
Seasons,  
Months in French**

<b>L'épaule(f.)</b>	The shoulder	<b>Le cil</b>	The eyelash
<b>Le sein</b>	The breast	<b>L'ongle</b>	The nail
<b>Le côté</b>	The side	<b>L'estomac</b>	The stomach
<b>La hanche</b>	The hip	<b>Le rein</b>	The kidney
<b>La cœur</b>	The heart	<b>Le soucil</b>	the eyebrow
<b>La veine</b>	The vein	<b>La digestion</b>	The digestion
<b>Le sang</b>	The blood	<b>Le menton</b>	The chin
<b>L'œil, yeux(p)</b>	The eye, eyes	<b>La barbe</b>	The beard
<b>Le peau</b>	The skin	<b>Le professeur</b>	The professor/teacher
<b>La chair</b>	The flesh	<b>L'étudiant</b>	The student (boy)
<b>L'os</b>	The bone	<b>L'étudiante</b>	The student (girl)
<b>Le poignet</b>	The wrist	<b>L'élève</b>	The pupil
<b>Le cerveau</b>	the brain	<b>La salle de classe</b>	The classroom
<b>Le cahier</b>	The notebook, exercise book	<b>Le tableau noir</b>	The blackboard
<b>La règle</b>	The scale	<b>La craie</b>	The chalk
<b>Le stylo</b>	The fountain pen	<b>Le banc</b>	The bench
<b>La plume</b>	The pen (feather)	<b>La chaise</b>	The chair
<b>Le crayon</b>	The pencil	<b>Le livre</b>	The book
<b>La gomme</b>	The eraser	<b>Le cartable</b>	The school bag
<b>L'encre</b>	The ink	<b>Le boîte de crayon</b>	The pencil box
<b>L'encrier</b>	The inkpot	<b>L'école</b>	The school
<b>Le devoir</b>	The homework	<b>Le collège</b>	The college
<b>Le taille-crayon</b>	The sharpner	<b>L'université</b>	The university

**2.11 ASSIGNMENT :**

1. Mettez l'article défini devant.

- |                       |                  |
|-----------------------|------------------|
| (a) _____ homme.      | (b) _____ père.  |
| (c) _____ professeur. | (d) _____ femme. |
| (e) _____ fils.       | (f) _____ soeur. |
| (g) _____ grand père. | (h) _____ ami.   |
| (i) _____ fille.      | (j) _____ neveu. |

## French Language

2. Mettez l'article indéfini devant.
  - (a) \_\_\_\_\_ jour.
  - (b) \_\_\_\_\_ matin.
  - (c) \_\_\_\_\_ soir.
  - (d) \_\_\_\_\_ nuit.
  - (e) \_\_\_\_\_ année
  - (f) \_\_\_\_\_ semaine.
  - (g) \_\_\_\_\_ mère.
  - (h) \_\_\_\_\_ cousin.
  - (i) \_\_\_\_\_ nièce
  - (j) \_\_\_\_\_ cousine.
3. Completez :
  - (a) Il y a \_\_\_\_\_ saisons dans une.
  - (b) Une semaine a sept \_\_\_\_\_.
  - (c) Il y a \_\_\_\_\_ jours dans un mois.
  - (d) Les noms de \_\_\_\_\_ jours.
  - (e) Une année a \_\_\_\_\_ mois.
4. Traduisez les mots en français :
  - (a) The brother.
  - (b) The grandmother.
  - (c) The aunt.
  - (d) The uncle.
  - (e) The student.
5. Traduisez les mots en anglais :
  - (a) Bonjour.
  - (b) L'élève.
  - (c) La minuit.
  - (d) La semaine.
  - (e) Le jour.
  - (f) L'année
  - (g) Bonne nuit.

### ❖ Exercices :

1. Lundi est le \_\_\_\_\_ jour de la semaine.
2. Mercredi est le \_\_\_\_\_ jour de la semaine.
3. Une semaine a \_\_\_\_\_ jours.
4. Dimanche est \_\_\_\_\_ jour de la semaine.
5. \_\_\_\_\_ est le troisième mois de l'année.
6. \_\_\_\_\_ est le premier mois de l'année.
7. Une année a \_\_\_\_\_ mois.
8. Le onzième mois de l'année est \_\_\_\_\_.
9. Le dernier mois de l'année est \_\_\_\_\_.
10. Le cinquième mois de l'année est \_\_\_\_\_.
11. Une année a \_\_\_\_\_ saisons.
12. La fête nationale de l'Inde est \_\_\_\_\_.
13. La fête du travail est \_\_\_\_\_.
14. La fête nationale de l'France est \_\_\_\_\_.
15. Le jour l'an est \_\_\_\_\_.

---

### 2.12 ACTIVITY :

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Try to say the names of days, months, and seasons in French and make sentences with those words.

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**2.13 CASE STUDY :**

---

Take any 5 words from English language, translate those into French and write the antonyms of those words.

Write the names of the four seasons.

Write the names of the twelve months.

---

**2.14 FURTHER READING :**

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'Modern French course' by Mathurim Dondo.

**Names of Days,  
Seasons,  
Months in French**





**UNIT STRUCTURE**

- 3.0 Learning Objectives
- 3.1 Introduction
- 3.2 Verbe Auxiliaire – Auxiliary Verb
  - 3.2.1 Verbe être – Verb to be
  - 3.2.2 Verbe avoir – Verb to have
  - 3.2.3 Verbe faire – Verb to do
- 3.3 Professions
- 3.4 La Couleur – The Colour
- 3.5 Répondez
- 3.6 Traduisez en français (Translate into French)
- 3.7 Let us Sum Up
- 3.8 Answers for Check Your Progress
- 3.9 Glossary
- 3.10 Assignment
- 3.11 Activities
- 3.12 Case Study
- 3.13 Further Reading

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**3.0 LEARNING OBJECTIVES :**

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- Auxiliary verb and their forms with their translation into English language.
- Names of the common professions.
- How colours are named in French.

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**3.1 INTRODUCTION :**

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In this unit you will get to know what auxiliary verbs are and how they are used in our speech. You will learn about the different forms of auxiliary verbs and their translations. You will come to know about the different words that are used to refer to the different professions and colours.

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**3.2 VERBE AUXILIAIRE – AUXILIARY VERB :**

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Verbe être – Verb to be.

Verbe avoir – Verb to have.

Verbe faire – Verb to do.

Il y a trois formes de verbe.

- a. Forme affirmatif
- b. Forme négatif
- c. Forme interrogatif

### 3.2.1 Verbe être – Verb to be :

### Auxiliary Verb, Professions and Colours

#### Forme affirmatif

Je suis	I am
Tu es	You are
Il est	He is
Elle est	She is
Nous sommes	We are
Vous êtes	You are
Ils sont	They are (m.)
Elles sont	They are (f.)

**NOTE :** difference between Ils and Elles –

Ils sont garçons – They are boys.

Elles sont filles – They are girls.

To convert a verb to its negative form in French, we need to add 'ne' before the verb and add 'pas' after the verb. There is no separate meaning of the words 'ne' and 'pas' – it as a whole means 'is not' or 'do not'.

#### Forme négatif

Je ne suis pas	I am not
Tu n'es pas	You are not
Il n'est pas	He is not
Elle n'est pas	She is not
Nous ne sommes pas	We are not
Vous n'êtes pas	You are not
Ils ne sont pas	They are (m.) not
Elles ne sont pas	They are (f.) not

#### Forme interrogatif

Suis-je?	Am I?
Es-tu?	Are you?
Est-il?	Is he?
Est-elle?	Is she?
Sommes-nous?	Are we?
Êtes-vous?	Are you?
Sont-ils?	Are they?
Sont-elles?	Are they?

We must use hyphen(-) between verb and pronoun and interrogation symbol.

### 3.2.2 Verbe avoir –Verb to have :

#### Forme affirmatif

J'ai	I have
Tu as	You have

## French Language

Il a	He has
Elle a	She has
Nous avons	We have
Vous avez	You have
Ils ont	They have(m.)
Elles ont	They have(f.)

### Forme négatif

Je n'ai pas	I have not
Tu n'as pas	You have not
Il n'a	pas He has not
Elle n'a pas	She has not
Nous n'avons pas	We have not
Vous n'avez pas	You have not
Ils n'ont pas	They have(m.) not
Elles n'ont pas	They have(f.) not

### Forme interrogatif

Ai-je?	Do I?
s-tu?	Do you have?
A-t-il?	Does he have?
A-t-elle?	Does she have?
Avons-nous?	Do we have?
Avez-vous?	Do you have?
Ont-ils?	Do they have?
Ont-elles?	Do they have?

### 3.2.3 Verbe faire – Verb to do :

#### Forme affirmatif

Je fais	I do
Tu fais	You do
Il fait	He does
Elle fait	She does
Nous faisons	We do
Vous faites	You do
Ils font	They do (m.)
Elles font	They do (f.)

#### Forme négatif

Je ne fais pas	I do not
Tu ne fais pas	You do not
Il ne fait pas	He does not
Elle ne fait pas	She does not

Nous ne faisons pas	We do not
Vous ne faites pas	You do not
Ils ne font pas	They do (m.) not
Elles ne font pas	They do (f.) not

**Forme interrogatif**

Fais-je?	Do I?
Fais-tu?	Do you?
Fait-il?	Does he?
Fait-elle?	Does she?
Faisons-nous?	Do we?
Faites-vous?	Do you?
Font-ils?	Do they? (m.)
Font-elles?	Do they? (f.)

□ **Check Your Progress – 1 :**

1. Choisissez la bonne réponse.

- (a) Verbe auxiliaire en français  
(i) Verbe être (ii) Verbe parler
- (b) Verbe avoir est  
(i) Premier groupe de verbe (ii) Auxiliaire
- (c) Il y a \_\_\_\_\_ formes de verbe.  
(i) Deux (ii) Trois
- (d) Je \_\_\_\_\_  
(i) Suis (ii) Es
- (e) Nous \_\_\_\_\_  
(i) Es (ii) Sommes
- (f) Ils \_\_\_\_\_  
(i) Est (ii) Sont
- (g) Tu \_\_\_\_\_  
(i) Es (ii) Est
- (h) Ils \_\_\_\_\_ sont pas  
(i) Pas (ii) Ne
- (i) Je ne suis \_\_\_\_\_  
(i) Pas (ii) Ne

2. Traduisez en français

- (a) I am (b) He is  
(c) She has (d) We are  
(e) They have (f) You are not  
(g) I do not have (h) They are not  
(i) Do you have ? (j) She is  
(k) I am not.

**French Language**

3. écrivez le verbe être au affirmative
4. Traduisez en anglais
- (a) Elles sont filles (b) Ils sont garçons
- (c) Je ne suis pas (d) Elle a
- (e) Ils ont (f) Je n'ai pas
- (g) Avez-vous ? (h) êtes-vous ?

**3.3 PROFESSIONS :**

<b>Le professeur</b>	<b>The teacher/professor</b>
<b>Le médecin</b>	The doctor
<b>Le pilote</b>	The pilot
<b>L'avocat(m.)</b>	The advocate
<b>L'avocate(f.)</b>	The advocate
<b>L'hôtesse de l'air</b>	The air hostess
<b>Le/La journaliste</b>	The journalist
<b>Le/la secrétaire</b>	The secretary
<b>L'astronote</b>	The astronaut
<b>Le/La vétérinaire</b>	The veterinary doctor
<b>La Chirurgien</b>	The surgeon
<b>Le/La chimiste</b>	The chemist
<b>L'éncrivain</b>	The writer
<b>Le musicien</b>	The musician
<b>La musicienne</b>	The musician (f.)
<b>Le peintre</b>	The painter
<b>L'artiste</b>	The artist
<b>L'acteur</b>	The actor
<b>L'actrice</b>	The actress
<b>Le chanteur</b>	The singer
<b>La chanteuse</b>	The singer(f.)
<b>Le danseur</b>	The dancer (m.)
<b>La danseuse</b>	The dancer (f.)
<b>Le/La photographe</b>	The photographer
<b>Le traducteur</b>	The translator
<b>La traductrice</b>	The translator(f.)
<b>L'interprète (m./f.)</b>	The interpreter

**Auxiliary Verb,  
Professions and Colours**

<b>Le gérant</b>	The manager (business) (m.)
<b>La gérante</b>	The manager (business) (f.)
<b>Le vendeur</b>	The sales assistant
<b>La vendeuse</b>	The sales assistant (f.)
<b>Le représentant</b>	The sales representative
<b>La représentante</b>	The sales representative (f.)
<b>Le commerçant</b>	The shopkeeper
<b>La commerçante</b>	The shopkeeper (f.)
<b>Le coiffeur</b>	The hair dresser
<b>La coiffeuse</b>	The hair dresser (f.)
<b>Le menuisier</b>	The carpenter
<b>Le charpentier</b>	The carpenter
<b>L'électricien</b>	The electrician
<b>L'électricienne</b>	The electrician (f.)
<b>Le/La fleuriste</b>	The florist
<b>Le jardinier</b>	The gardener
<b>La jardinière</b>	The gardener (f.)
<b>Le mineur</b>	The miner
<b>L'ouvrier de chantier</b>	The worker/building worker
<b>Le maçon</b>	The mason
<b>L'employé(e) de bureau</b>	The office worker
<b>Le cadre</b>	The executive
<b>L'homme d'affaires</b>	The business man
<b>La femme d'affaires</b>	The business woman
<b>L'agent de nettoyage</b>	The cleaner
<b>Le serveur</b>	The waiter
<b>Le cuisinier</b>	The cook
<b>La cuisinière</b>	The cook (f.)
<b>Le facteur</b>	The postman
<b>La factrice</b>	The postwoman
<b>Le conducteur de train</b>	The train driver
<b>Le conducteur de bus</b>	The bus driver
<b>Le chauffeur</b>	The driver
<b>Le policier</b>	The policeman

## French Language

<b>L'agent de police</b>	The policeman
<b>Le steward</b>	The flight attendant
<b>La ménagère</b>	The housewife
<b>Le soldat</b>	The soldier

### ☐ Check Your Progress – 2 :

- Écrivez le verbe faire au négatif (Write the verb to do in negative)
- Traduisez en anglaise:
  - I do
  - They do
  - She do
  - We do
  - You do not
  - They do not
- Traduisez les mots en français.
  - The professor
  - The pilot
  - The journalist
  - The dancer
  - The singer
  - The writer
  - The chemist
  - The air hostess
  - The actress
  - The artist
  - The advocate
  - The interpreter
  - The postman
  - The business man
  - The soldier
  - The gardener
  - The driver.

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### 3.4 LA COULEUR – THE COLOUR :

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All the nouns and adjectives are either masculine or feminine.

<b>Colour (in English)</b>	<b>Masculin (singulier)</b>	<b>Féminin (singulier)</b>
Green	Vert	Verte
Gray	Gris	Grise
Brown	Brun	Brune
Blue	Bleu	Bleue
Black	Noir	Noire
White	Blanc	Blanche
Red	Rouge	Rouge
Pink	Rose	Rose
Yellow	Jaune	Jaune
Orange	Orange	Orange
Violet	Violet	Violette
Maroon	Marron	Marronne

Le crayon est noir – The pencil is black.

La gomme est blanche – The eraser is white.

Le ciel est bleu – The sky is blue.

If the noun is masculine/singular, use masculine singular colour.

If the noun is feminine/singular, use feminine singular colour.

De quelle couleur est la craie ? (What colour is the chalk ?)

–La craie est blanche. (The chalk is white.)

De quelle couleur sont les craies ? (What colour are the chalks?)

–Les craies sont blanches. (The chalks are white.)

If the noun is plural, make the colour plural as well by adding 's' to the end of the word.

Est-ce que la craie est verte ? (Is the chalk green ?)

Non, la craie n'est pas verte. Elle est blanche. (No the chalk is not green. It is white.)

**General 'It' –**

i. When the noun is masculine singular, use 'il'.

ii. When the noun is feminine singular, use 'elle'.

De quelle couleur est – what colour is.

**□ Check Your Progress – 3 :**

1. What is the French word for the following colours ?

(a) Green

(i) Gris

(ii) Vert

(b) White

(i) Blanc

(ii) Noir

(c) Blue

(i) Brun

(ii) Bleu

(d) Yellow

(i) Rouge

(ii) Jaune

(e) Black

(i) Noir

(ii) Blanc

(f) Red

(i) Rouge

(ii) Rose

2. Mettez la couleur

(a) Le tableau est \_\_\_\_\_.

(b) La craie est \_\_\_\_\_.

(c) L'arbre est \_\_\_\_\_.

(d) Le ciel est \_\_\_\_\_.

(e) La table est \_\_\_\_\_.

(f) La gomme est \_\_\_\_\_.

(g) Les crayons sont \_\_\_\_\_.

(h) Les gommes sont \_\_\_\_\_.



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**3.5 RÉPONDEZ :**

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1. De quelle couleur est le banc ? – Le banc est brun.
2. De quelle couleur est le ciel ? – Le ciel est bleu.
3. De quelle couleur est le tableau ? – Le tableau est noire.
4. De quelle couleur est la chaise ? – La chaise est brune.
5. De quelle couleur est la porte ? – La porte est verte
6. De quelle couleur sont les bancs ? – Les bancs sont bruns.

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**3.6 TRADUISEZ EN FRANÇAIS (TRANSLATE INTO FRENCH) :**

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- I am a student – Je suis un étudiant.
- She is a student – Elle est une étudiante.
- Where is the boy ? – Où est le garçon?
- Where are the boys? – Où sont les garçons?
- I have a book. – J'ai un livre.
- He has four pencils. – Il a quatre crayons.
- They are girls. – Elles sont filles.
- He is not a student. – Il n'est pas un étudiant.
- Where is the girl ? – Où est la fille?
- The book is green. – Le livre est vert.
- The eraser is white. – La gomme est blanche.
- The bench is white. – Le banc est blanc.
- The house is gray. – La maison est grise.
- The houses are gray. – Les maisons sont grises.
- The book is on the table. – Le livre est sur la table.
- The teacher is in front of the board. – Le professeur est devant le tableau.
- The board is behind the teacher. – Le tableau est derrière le professeur.
- The sky is blue. – Le ciel est bleu.
- Sunday is the first day of the week. – Dimanche est le premier jour de la semaine.
- The last month of the year is December. – Le dernier mois de l'année est décembre.
- They have a big house. – Ils ont une grande maison.
- There is a garden in the house. – Il y a un jardin dans la maison.
- She has a brother. – Elle a un frère.
- He has a sister. – Il a une sœur.
- The tree is green. – L'arbre est vert.
- The chalks are white. – Les craies sont blanches.

**Check Your Progress – 4 :**

**Répondez :**

1. De quelle couleur est le banc ?



**French Language****☐ Check Your Progress 2 :**

1. Je ne fais pas I do not  
Tu ne fais pas You do not  
Il ne fait pas He does not  
Elle ne fait pas She does not  
Nous ne faisons pas We do not  
Vous ne faites pas You do not  
Ils ne font pas They do (m.) not  
Elles ne font pas They do (f.) not
2. (a) Je fais (b) Ils font  
(c) Elle fait (d) nous faisons  
(e) vous ne faites pas (f) Ils ne font pas.
3. (a) Le professeur (b) Le pilote  
(c) le journaliste (d) le danseur  
(e) le chanteur (f) l' écrivain  
(g) le/la chimiste (h) l' hôtesse de l'air  
(i) l'actrice (j) l'artiste  
(k) l'avocat (l) l'interprète  
(m) le facteur (n) l'homme d'affaire  
(o) le sordat (p) le jardinier  
(q) le chauffeur.

**☐ Check Your Progress 3 :**

1. (a) (ii) (b) (i) (c) (ii)  
(d) (ii) (e) (i) (f) (i)
2. (a) noir (b) blanche (c) vert  
(d) bleu (e) brune (f) blanche  
(g) noirs (h) blanches

**☐ Check Your Progress 4 :**

1. Le banc est brun. 2. Le tableau est noire.
3. La porte est verte. 4. La maison est grise.
5. L'arbe est vert.
1. (a) Je suis un étudiant. 2. Où est le garçon?
3. Le livre est vert 4. Ce sont des filles.
5. Le dimanche est le premier jour de la semaine.
6. Il y a quatre saisons dans une année.

### 3.9 GLOSSARY :

<b>Le professeur</b>	The teacher/ professor	<b>Le menuisier</b>	The carpenter
<b>Le médecin</b>	The doctor	<b>Le charpentier</b>	The carpenter
<b>Le pilote</b>	The pilot	<b>L'électricien</b>	The electrician
<b>L'avocat(m.)</b>	The advocate	<b>L'électricienne</b>	The electrician (f.)
<b>L'avocate(f.)</b>	The advocate	<b>Le/La fleuriste</b>	The florist
<b>L'hôtesse de l'air</b>	The air hostess	<b>Le jardinier</b>	The gardener
<b>Le/La journaliste</b>	The journalist	<b>La jardinière</b>	The gardener (f.)
<b>Le/la secrétaire</b>	The secretary	<b>Le mineur</b>	The miner
<b>L'astronaute</b>	The astronaut	<b>L'ouvrier de chantier</b>	The worker/building worker
<b>Le/La vétérinaire</b>	The veterinary doctor	<b>Le maçon</b>	The mason
<b>La Chirurgien</b>	The surgeon	<b>L'employé(e) de bureau</b>	The office worker
<b>Le/La chimiste</b>	The chemist	<b>Le cadre</b>	The executive
<b>L'écrivain</b>	The writer	<b>L'homme d'affaires</b>	The business man
<b>Le musicien</b>	The musician	<b>La femme d'affaires</b>	The business woman
<b>La musicienne</b>	The musician (f.)	<b>L'agent de nettoyer</b>	The cleaner
<b>Le peintre</b>	The painter	<b>Le serveur</b>	The waiter
<b>L'artiste</b>	The artist	<b>Le cuisinier</b>	The cook
<b>L'acteur</b>	The actor	<b>La cuisinière</b>	The cook (f.)
<b>L'actrice</b>	The actress	<b>Le facteur</b>	The postman
<b>Le chanteur</b>	The singer	<b>La factrice</b>	The postwoman
<b>Le policier</b>	The policeman	<b>Le conducteur de train</b>	The train driver
<b>L'agent de police</b>	The policeman	<b>Le conducteur de bus</b>	The bus driver
<b>Le steward</b>	The flight attendant	<b>Le chauffeur</b>	The driver
<b>La ménagère</b>	The housewife	<b>Le soldat</b>	The soldier

### 3.10 ASSIGNMENT :

1. Écrivez le verbe faire au négatif (Write the verb to do in negative).
2. Écrivez le verbe être au affirmative.

**French Language**

3. Écrivez le verbe avoir au négatif.
4. Completez :
  - (a) Le tableau est \_\_\_\_\_.
  - (b) La craie est \_\_\_\_\_.
  - (c) Ils \_\_\_\_\_ sont pas
  - (d) Je ne suis \_\_\_\_\_.

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**3.11 ACTIVITY :**

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Write down 10 colours in French along with their different forms.

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**3.12 CASE STUDY :**

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What are auxiliary verbs and discuss its utility .

Faites des phrases en utilisant les pronoms subjects :-

Make sentences using subject pronouns

(Je, Tu, Il/ Elle, Nous, Vous, Ils/Elles)

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**3.13 FURTHER READING :**

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'Modern French course' by Mathurim Dondo.



**UNIT STRUCTURE****4.0 Learning Objectives****4.1 Introduction****4.2 Gender****4.2.1 Rules to get the Feminine Form of a Word from its Masculine Form****4.2.2 Exception – Grec – Grecque (Greek)****4.2.3 Exception – For The Following Adjectives, Change 'et' to 'ète'****4.2.4 Nouns of Two Genders****4.3 Number****4.3.1 Formation of The Plural of Nouns and Adjectives****4.4 Let us Sum Up****4.5 Answers for Check Your Progress****4.6 Glossary****4.7 Assignment****4.8 Activities****4.9 Case Study****4.10 Further Reading****4.0 LEARNING OBJECTIVES :**

- Gender and its two classification
- Number (singular and plural)

**4.1 INTRODUCTION :**

In this unit you will learn about the gender and the classification of every words on the basis of genders. You will learn about the singular, plural form of every word.

**4.2 GENDER :**

In French, we find only two genders –

- i. Masculine
- ii. Feminine

There is no neuter gender and no common gender.

**4.2.1 Rules to get the Feminine Form of a Word from its Masculine Form :**

1. General rule, add 'e' to the masculine form to get the feminine form.  
Petit – petite (small/little)  
Joli – jolie (pretty)
2. Words ending with 'e', remains unchanged.  
Facile – facile (easy)  
Rouge – rouge (red)
3. Words ending with 'f', change f to 've'.  
Actif – active (active)  
Neuf – neuve (new)
4. Words ending with 'er', change 'er' to 'ère'.  
Premier – première (first)  
Cher– chère (dear)
5. Words ending with 'x', change 'x' to 'se'.  
Heureux – heureuse (happy)  
Dangereux – dangereuse (dangerous)
6. Adjectives ending with 'c', in some cases, 'c' is changed to 'che' or to 'que'.  
Blanc – blanche. Sec – Seche.  
Public – publique Turc – Turque

**4.2.2 Exception – Grec – Grecque (Greek) :**

1. Words ending in 'el', 'eil', 'an', 'on', 'et', 'ot', 'as' and 'os' – double the final consonant and add 'e'.  
Cruel – cruelle (cruel)  
Pareil – pareille (like)  
European – Européenne (European)  
Bon – bonne (good)  
Net – nette (clear/clean)  
Sot – sotté (foolish)  
Bas – basse (low)  
Gros– grosse (fat)

**4.2.3 Exception – For The Following Adjectives, Change 'et' to 'ète' :**

- i. Complet – complète.
- ii. Incomplet– Incomplète.
- iii. Concret – concrète.
- iv. Inconcret – inconcrète.
- v. Discret – discrète.
- vi. Indiscret –indiscrète.
- vii. Inquiet – inquiète
- viii. Secret – secrète.

The following have two masculine singular forms. For the feminine, double the final consonant of the second form and add 'e'.

Masculin		Feminin	Meaning
Before a Consonant	Before a Vowel		
<b>Beau</b>	Bel	belle	fine
<b>Nouveau</b>	Nouvelle	Nouvelle	New
<b>Fou</b>	Fol	Folle	Mad
<b>Mou</b>	Mol	Molle	Soft
<b>Vieux</b>	Veil	Vieille	old

**4.2.4 Nouns of Two Genders :**

The most common words are –

Words	Meaning when used in masculine form	Meaning when used in feminine form
Aide	Assistance	Assistant (help)
Livre	Book	Pound
Manche	Hand	Sleeve
Mort	Deadman	Death
Page	Page (boy)	Page of a book
Poste	Position	Post office
Tour	Turn/trick	Towel
Vapeur	Steamer	Steam
Voile	Veil	Sail

**Example :** Le livre : The book.

La livre : The pound.

Some masculines when changed into feminines are altogether different words.

- Examples :**
- i. Père (father) – Mère (mother).
  - ii. Frère (brother) – soeur (sister).
  - iii. Fils (son) – fille (daughter/ girl).
  - iv. Homme (man) – femme (woman).
  - v. Roi (king) – Reine (queen).

**☐ Check Your Progress – 1 :**

1. Trouvez la féminin

(a) Petit

(i) Petite

(ii) Petits

(b) Facile

(i) Facil

(ii) Facile



## French Language

- (c) Premier  
(i) Première (ii) Première
- (d) Cher  
(i) Chère (ii) Chérie
- (e) Heureux  
(i) Heureuse (ii) Heureuse
- (f) Doux  
(i) Douce (ii) Douce
- (g) Vieux  
(i) Vieuse (ii) Vieille
- (h) Grand  
(i) Grande (ii) Grand

### 2. Écrivez la féminin

- (a) Blanc (b) faux (c) neuf (d) public  
(e) vieux (f) actif (g) secret (h) beau  
(i) inquiet (j) nouvel

### 3. Écrivez le masculine

- (a) Facile (b) jolie (c) blanche (d) bonne  
(e) Grosse (f) basse (g) rousse (h) grecque  
(i) fausse (j) belle (k) molle

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## 4.3 NUMBER :

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### 4.3.1 Formation of The Plural of Nouns and Adjectives :

- General rule, add 's' to singular form.
  - Le père – Les pères.
  - Le frère – Les frères.
  - La mère – Les mères.
  - L'arbre – Les arbres.
- Words ending with s, x, z; remains unchanged in the plural form.
  - Le fils – Les fils.
  - Le nez – Les nez.
  - Heureux – heureux. (happy)
- Words ending with 'au' and 'eu', add x to the singular form.
  - Le couteau (the knife) – Les couteaux (the knives).
  - Le bateau (the boat ) – Les bateaux (the boats).
  - Le feu (the fire) – Les feux (the fire(s))
  - Beau (pretty) – beaux.

**Exceptions :** Bleu, Le landeau, which follow the general rule add 's'. Bleu – bleus; Le landeau – Les landeaux.

4. Words ending with 'al', change 'al' to 'aux'.

(a) Le journal – Les journaux.

(b) Égal – Égaux.

**Exceptions :** the following words follow the general rule, add 's' to the singular form to get the plural form.

(i) Le bal – Les bals.

(ii) Le chacal – Les chacals.

(iii) Le regals – Les regals.

(iv) Fatal – Fatals.

(v) Final – Finals.

(vi) Naval – Navals.

(vii) Natal – Natals.

(viii) Le carnival – Les carnivals.

5. Words ending with 'ou' follow the general rule and add 's'.

(a) Fou – fous.

(b) Mou – mous.

**Exceptions :** The following words form their plural form by adding 'x' to its singular form.

(i) Le bijou – Les bijoux.

(ii) Le caillou – Les cailloux.

(iii) Le chou – Les choux.

(iv) Le genou – Les genoux.

(v) L'hibou – Les hiboux.

(vi) Le joujou – Les joujoux.

6. Words ending with 'ail', follow the general rule and add 's' to get the plural form.

L'ail – Les ails.

**Exceptions :** The following words form their plural for, by changing 'ail' to 'aux'.

(i) L'émail – Les émaux (The enamel).

(ii) Le soupirail – Les soupiraux (the airhole).

(iii) Le travail – Les travaux (the work).

(iv) Le vitrail – Les Vitraux (the stained glass window).

□ **Check Your Progress – 2 :**

1. Mettez au singulier

(a) Gentils hommes

(b) Les émaux

(c) Les ails

(d) Les nez

(e) Des feux

(f) Les journaux

(g) Les chacals

(h) Navals

(i) Les bijoux

(j) Les choux

(k) Les carnivals.

2. Écrivez les pluriels
- (a) Un chou–fleurs                      (b) Un beau–frère                      (c) Un are–en–ciel  
 (d) Un tire–bouchon                      (e) Un avant coureur                      (f) Une arrière–pensée  
 (g) Un abat jour                      (h) Un réveille–matin

**4.4 LET US SUM UP :**

In French there are only two genders unlike in English. Every noun is either masculine or feminine and there are pronouns, adjectives for each gender. In some cases, the adjectives used are same in both cases. We have to use adjectives which is in agreement with the gender of the noun. In french the adjectives change in accordance to the singularity or the plurality of the noun it is describing. The plural markers are used to change the singular form of an adjective to its plural form in accordance to the given formulas. Since the pronunciation of many words are similar and in many cases it is impossible to know the gender of the word just by one glance, it is important to pay notice to the adjectives and the pronouns used in the sentence to figure out the gender and the number of the noun.

**4.5 ANSWERS FOR CHECK YOUR PROGRESS :**

**☐ Check Your Progress 1 :**

1. (a) (i)                      (b) (ii)                      (c) (ii)                      (d) (i)  
 (e) (ii)                      (f) (i)                      (g) (ii)                      (h) (i)
2. (a) Blanche                      (b) Fausse                      (c) Neuve                      (d) Publique  
 (e) Vieille                      (f) Active                      (g) Secrète                      (h) Belle  
 (i) Inquiète                      (j) Nouvelle
3. (a) Facile                      (b) Joli                      (c) Blanc                      (d) Bon  
 (e) Gros                      (f) Bas                      (g) Roux                      (h) Grec  
 (i) Faux                      (j) Beau                      (k) Mou.

**☐ Check Your Progress 2 :**

1. (a) Gentil homme                      (b) L'email                      (c) L'ail  
 (d) Le nez                      (e) Le feu                      (f) Le journal                      (g) Le chacal  
 (h) Naval                      (i) Le bijou                      (j) Le chou                      (k) Le carnaval
2. (a) des choux–fleurs                      (b) Des abat–jours  
 (c) Des are–en–ciel                      (d) Des tire–pouchons  
 (e) Des avants coureux                      (f) Des arrières–pensée  
 (g) Des abat jours                      (h) Des réveille matins

**4.6 GLOSSARY :**

<b>Petit</b>	Small/little	<b>Completez</b>	complete
<b>Joli</b>	Pretty	<b>Concret</b>	Concrete
<b>Facile</b>	Easy	<b>Premier</b>	First
<b>Inquiet</b>	Anxious	<b>Secret</b>	Secret
<b>Cher</b>	Dear	<b>Actif</b>	Active

<b>Beau</b>	Fine	<b>Neuf</b>	New
<b>Heureux</b>	Happy	<b>Fou</b>	Mad
<b>La manche</b>	The sleeve	<b>Le livre</b>	The book
<b>Nouveau</b>	New	<b>Faux</b>	False
<b>Doux</b>	Sweet	<b>Roux</b>	Red of hair
<b>Vsec</b>	Dry	<b>Le mort</b>	The deadman
<b>La mort</b>	Death	<b>Le page</b>	The page boy
<b>La page</b>	The page of the book	<b>Le tour</b>	The turn
<b>La tour</b>	The tower	<b>Cruel</b>	Cruel
<b>Turc</b>	Turkish	<b>Grec</b>	Greek
<b>Pareil</b>	alike	<b>Net</b>	Clean, clear
<b>Sot</b>	Foolish	<b>Bas</b>	Low
<b>Gros</b>	Fat	<b>L'aide</b>	The assistance
<b>Le voile</b>	The veil	<b>La voile</b>	The soul

---

#### 4.7 ASSIGNMENT :

---

- Écrivez au masculin  
 (a) Gruelle    (b) Sèche    (c) Grosse    (d) Turque  
 (e) Chère    (f) Première    (g) Facile    (h) Active  
 (i) Etrangère    (j) Douce    (k) Sotte    (l) Dangereuse  
 (m) Secrète    (n) Jolie    (o) Basse
- Mettez aux pluriels :  
 (a) Le genou    (b) Le bal    (c) Le couteau  
 (d) Le joirnal    (e) L'arbe

---

#### 4.8 ACTIVITY :

---

Look for 10 words from any daily newspaper and note down the words you can successfully translate into French and write their antonyms, plural or singular form, masculine or feminine form.

---

#### 4.9 CASE STUDY :

---

Write the feminine form of 10 adjectives in French.

---

#### 4.10 FURTHER READING :

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'Modern French course' by Mathurim Dondo.



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**BLOCK SUMMARY :**

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You have learnt about the Noun and the Pronoun, how to say names of days, months, seasons, and important dates, different words attributed to different body parts, some common French words and their antonyms. You have learnt the use of auxiliary verbs while we make sentences. You have a basic understanding of the French language and use of the genders in French language which will aid you to speak and understand French.

---

**BLOCK ASSIGNMENT :**

---

**SET I**

1. Traduisez:
  - a. I repeat.
  - b. I speak.
  - c. I sell.
  - d. We telephone
2. Traduisez en anglaise:
  - a. Elles sont filles
  - b. Ils sont garçons
  - c. Je ne suis pas
  - d. Elle a
  - e. Ils ont
  - f. Je n'ai pas
  - g. Avez-vous ?
  - h. Êtes-vous ?
3. Mettez l'article défini :
  - a. \_\_\_\_\_ livre
  - b. \_\_\_\_\_ crayon
  - c. \_\_\_\_\_ table
  - d. \_\_\_\_\_ stylo
  - e. \_\_\_\_\_ encre
  - f. \_\_\_\_\_ règle
  - g. \_\_\_\_\_ école
  - h. \_\_\_\_\_ craie
  - i. \_\_\_\_\_ étudiant
4. Trouvez la féminin:
  - a. Petit
    - (a) Petite
    - (b) Petits
  - b. Facile
    - (a) Facile
    - (b) Facile
  - c. Premier
    - (a) Première
    - (b) Première
  - d. Cher
    - (a) Chère
    - (b) Chérie
  - e. Heureux
    - (a) Heureuse
    - (b) Heureuse

5. Mettez aux pluriels :
  - a. Le genou
  - b. Le bal
  - c. Le couteau
  - d. Le journal
  - e. L'arbre
6. Traduisez les mots en français:
  - a. Important
  - b. Fast
  - c. Quality
  - d. Product
  - e. The beer
  - f. English
  - g. Closed
  - h. The machine
  - i. The messages
  - j. Expensive
7. Répondez:
  - a. De quelle couleur est le banc ?
  - b. De quelle couleur est le tableau ?
  - c. De quelle couleur est la porte ?
  - d. De quelle couleur est la maison ?
  - e. De quelle couleur est l'arbre ?
8. Completez:
  - a. \_\_\_\_\_ est le premier mois de l'année.
  - b. \_\_\_\_\_ est le quatrième mois de l'année.
  - c. \_\_\_\_\_ est le onzième mois de l'année.
  - d. \_\_\_\_\_ est le sixième mois de l'année.
  - e. \_\_\_\_\_ est le dernier mois de l'année.
  - f. \_\_\_\_\_ est le dixième mois de l'année.
9. Traduisez les mots en anglais:
  - a. Valentine day
  - b. Noël
  - c. Le premier janvier
  - d. Fête nationale
  - e. Poisson d'avril
  - f. La saison
10. Écrivez le verbe avoir au négatif.

## SET II

1. Write the personal pronoun in singular and plural in French.
2. Take any 5 words from English language, translate those into French and write the antonyms of those words.
3. Write the names of the four seasons and the twelve months.
4. What are auxiliary verbs and discuss its utility .
5. Make sentences using subject pronouns (Je, Tu, Il/ Elle, Nous, Vous, Ils/ Elles)
6. Write the feminine form of 10 adjectives in French.

# **FRENCH LANGUAGE**



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## **ROLE OF SELF INSTRUCTIONAL MATERIAL IN DISTANCE LEARNING**

The need to plan effective instruction is imperative for a successful distance teaching repertoire. This is due to the fact that the instructional designer, the tutor, the author (s) and the student are often separated by distance and may never meet in person. This is an increasingly common scenario in distance education instruction. As much as possible, teaching by distance should stimulate the student's intellectual involvement and contain all the necessary learning instructional activities that are capable of guiding the student through the course objectives. Therefore, the course / self-instructional material are completely equipped with everything that the syllabus prescribes.

To ensure effective instruction, a number of instructional design ideas are used and these help students to acquire knowledge, intellectual skills, motor skills and necessary attitudinal changes. In this respect, students' assessment and course evaluation are incorporated in the text.

The nature of instructional activities used in distance education self- instructional materials depends on the domain of learning that they reinforce in the text, that is, the cognitive, psychomotor and affective. These are further interpreted in the acquisition of knowledge, intellectual skills and motor skills. Students may be encouraged to gain, apply and communicate (orally or in writing) the knowledge acquired. Intellectual- skills objectives may be met by designing instructions that make use of students' prior knowledge and experiences in the discourse as the foundation on which newly acquired knowledge is built.

The provision of exercises in the form of assignments, projects and tutorial feedback is necessary. Instructional activities that teach motor skills need to be graphically demonstrated and the correct practices provided during tutorials. Instructional activities for inculcating change in attitude and behavior should create interest and demonstrate need and benefits gained by adopting the required change. Information on the adoption and procedures for practice of new attitudes may then be introduced.

Teaching and learning at a distance eliminates interactive communication cues, such as pauses, intonation and gestures, associated with the face-to-face method of teaching. This is

particularly so with the exclusive use of print media. Instructional activities built into the instructional repertoire provide this missing interaction between the student and the teacher. Therefore, the use of instructional activities to affect better distance teaching is not optional, but mandatory.

Our team of successful writers and authors has tried to reduce this.

Divide and to bring this Self Instructional Material as the best teaching and communication tool. Instructional activities are varied in order to assess the different facets of the domains of learning.

Distance education teaching repertoire involves extensive use of self- instructional materials, be they print or otherwise. These materials are designed to achieve certain pre-determined learning outcomes, namely goals and objectives that are contained in an instructional plan. Since the teaching process is affected over a distance, there is need to ensure that students actively participate in their learning by performing specific tasks that help them to understand the relevant concepts. Therefore, a set of exercises is built into the teaching repertoire in order to link what students and tutors do in the framework of the course outline. These could be in the form of students' assignments, a research project or a science practical exercise. Examples of instructional activities in distance education are too numerous to list. Instructional activities, when used in this context, help to motivate students, guide and measure students' performance (continuous assessment)

## **PREFACE**

We have put in lots of hard work to make this book as user-friendly as possible, but we have not sacrificed quality. Experts were involved in preparing the materials. However, concepts are explained in easy language for you. We have included many tables and examples for easy understanding.

We sincerely hope this book will help you in every way you expect. All the best for your studies from our team!

# FRENCH LANGUAGE

## Contents

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### BLOCK 3 : GROUPS OF VERBS AND OTHER PARTS OF SPEECH - CONTINUED

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#### **Unit 1      Adjectives and Prepositions**

Introduction, Adjectives, The Position of Adjectives, Place of Adjectives, Adjectives Which are Placed Before the Noun (General Rule), Adjectives Which are Placed After the Noun, Dependence of Some Adjectives on their Position with Respect to Nouns they Qualify, Comparison of Adjectives, Superlative Adjectives, The Following Three Adjectives are Compared Irregularly, Prepositions, The French Expression 'Il y a'

#### **Unit 2      First Group of French Verbs**

Introduction, First Group of Verbs, Forme Affirmative de Verbe Parler, Forme Négative de Verbe Parler, Forme Interrogative, Verbe Commencer, Forme Affirmative, Verbe Manger, Forme Affirmative, Verbe Acheter, Forme Affirmative, Verbe Aller, Forme Affirmative, Forme Négative, Forme Interrogative, Verbe Porter, Verbe Mener, Verbe Peler, Verbe Jeter, Verbe appeler, Verbe Balayer, Verbe Nettoyer, Verbe Essuyer

#### **Unit 3      Second Group of Verbs**

Introduction, Second Group of Verbs, Verbe Finir, Forme Affirmative, Forme Négative, Forme Interrogative, Verbe Choisir, Forme Affirmative, Forme Négative, Forme Interrogative, Verbe Réussir, Forme Affirmative, Forme Négative, Forme Interrogative, Verbe Remplir, Forme Affirmative, Forme Négative, Forme Interrogative, Verbe Garantir, Forme Affirmative, Forme Négative, Forme Interrogative, Time Expressions, The French Expression for 'What Time Is It ?'

#### **Unit 4      Demonstrative Adjectives**

Introduction, L'adjectif Démonstrative, How to Distinguish Between 'This' and 'That' ?, Important Points to Remember Regarding the Demonstrative Adjectives, The Weather, The Expression 'Quel Temps Fait-il ?', One Can Also Make Sentences of The Type, L'adjectif Possessif, Miscellaneous Examples



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## ***French Language***

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### **BLOCK 3 : GROUPS OF VERBS AND OTHER PARTS OF SPEECH - CONTINUED**

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UNIT 1 ADJECTIVES AND PREPOSITIONS

UNIT 2 FIRST GROUP OF FRENCH VERBS

UNIT 3 SECOND GROUP OF VERBS

UNIT 4 DEMONSTRATIVE ADJECTIVES

# **GROUPS OF VERBS AND OTHER PARTS OF SPEECH – CONTINUED**

## **Block Introduction :**

In this block you will learn about the adjectives and its position with respect to the words against which it is used and the formula to determine the position of various adjectives, you will get to know about the prepositions used in French and when to use which one come to know what the French expression 'il ya' means and how it is used and also learn about the first group of verbs, the infinite that ends with 'er'. The verbs that fall under this category of the verb except for a few which you will come to know is the second group of verbs in French. You will learn how to express time, weather, demonstrate and possessive and adjectives.

## **Block Objectives :**

**After Learning this block, you will be able to understand :**

- Adjectives
- Position of Adjectives in French language.
- Prepositions
- The French expression: "Il y a"
- Classification of verbs into the three groups
- First group of verbs
- The three forms of the verbs falling under the first group
- Second group of verbs in French with the formula to modify those.
- Common verbs with 'ir'
- French expression of time
- Demonstrative adjectives.
- The weather (le temps, la météorologique)
- Possessive adjectives.

## **Block Structure :**

**Unit 1 : Adjectives and Prepositions**

**Unit 2 : First Group of French Verbs**

**Unit 3 : Second Group of Verbs**

**Unit 4 : Demonstrative Adjectives**

**UNIT STRUCTURE**

- 1.0 Learning Objectives
- 1.1 Introduction
- 1.2 Adjectives
  - 1.2.1 The Position of Adjectives
- 1.3 Place of Adjectives
  - 1.3.1 Adjectives Which are Placed Before the Noun (General Rule)
  - 1.3.2 Adjectives Which are Placed After the Noun
- 1.4 Dependence of Some Adjectives on their Position with Respect to Nouns they Qualify
- 1.5 Comparison of Adjectives
  - 1.5.1 Superlative Adjectives
  - 1.5.2 The Following Three Adjectives are Compared Irregularly
- 1.6 Prepositions
- 1.7 The French Expression 'Il y a'
- 1.8 Let us Sum Up
- 1.9 Answers for Check Your Progress
- 1.10 Glossary
- 1.11 Assignment
- 1.12 Activities
- 1.13 Case Study
- 1.14 Further Reading

---

**1.0 LEARNING OBJECTIVES :**

---

- Adjectives
- Position of Adjectives in French language.
- Prepositions
- The French expression : "Il y a"

---

**1.1 INTRODUCTION :**

---

In this unit you will learn about adjectives and its position with respect to the words against which it is used and the formula to determine the position of various adjectives. You will get to know about the prepositions used in French and when to use which one. You will also come to know what the French expression 'Il y a' means and how it is used.

---

**1.2 ADJECTIVES :**

---

French adjectives have both a masculine and feminine forms, singular and plural for each form. The feminine is normally formed by adding 'e' to the masculine form of the adjectives. The masculine form of the adjectives that already have 'e' as its last letter, it remains unchanged in the feminine form.

To find the plural form,

**1.2.1 The Position of Adjectives:**

In French, adjectives are usually placed after the noun.

Un livre difficile – a difficult book.

Une voiture japonaise – a Japanese car.

Un médecin indien – An Indian doctor.

The following adjectives normally precede the noun.

1. Bon, bonne – un bon employé (a good employee).
2. Mauvais – un mauvais étudiant (a bad/ naughty student).
3. Petit – un petit enfant (a little child).
4. Grand – un grand garçon.
5. Jeune – un jeune pilote (a young pilot).
6. Vieil – un vieil ordinateur (an old computer).
7. Nouvel – un nouvel électrophone (a new record player).
8. Mauvaise – une mauvaise cliente (a bad client).
9. Jolie – une jolie secrétaire (a pretty secretary).

---

**1.3 PLACE OF ADJECTIVES :**

---

As a general rule, the adjective follows the noun which it qualifies, e.g.

Un homme heureux : a happy man.

**1.3.1 Adjectives Which are Placed Before the Noun (General Rule) :**

a. Adjectives used in a figurative sense.

**Ex. :** un noir attentat – a black crime.

b. Adjectives which express an inherent quality.

**Ex. :** un habile médecin – a clever doctor.

c. The following common adjectives (usually)

<b>Beau</b>	Beautiful, fine	<b>Bon</b>	Good
<b>Cher</b>	Dear	<b>Mauvais</b>	Bad
<b>Court</b>	Short	<b>Digne</b>	Worthy
<b>Grand</b>	Tall, large	<b>Gros</b>	Big, fat
<b>Jeune</b>	Young	<b>Long</b>	Long
<b>Méchant</b>	Wicked, naughty	<b>Meilleur</b>	Better
<b>Moindre</b>	Less	<b>Petit</b>	Small, little
<b>Pire</b>	Worse	<b>Sot</b>	Foolish
<b>Vieux</b>	Old	<b>Villain</b>	ugly



**Ex. :** un vieux parapluie – an old umbrella.

Un sot enfant – a foolish child

### 1.3.2 Adjectives Which are Placed After the Noun :

a. Participles and nouns used as adjectives :

**Ex. :** un pays intéressant – an interesting country.

Une main amie – a friendly hand.

b. Adjectives denoting a physical quality, such as colour, shape, taste, etc.

**Ex. :** un drapeau rouge – a red flag

Un chapeau rond – a round hand.

Des raisins amers – bitter(sour) grapes.

c. Adjectives denoting a nationality, dignity, religion.

**Ex. :** la république française – the French republic.

La famille royale – the royal family.

Le religion protestante – the protestant religion.

d. Adjectives containing more syllables than the noun they qualify.

**Ex. :** un fils respectueux – a respectful son.

#### ☐ **Check Your Progress – 1 :**

I Choisissez la bonne réponse : (Choose the correct answer)

1. Il est \_\_\_\_\_.

(a) Intélligent                      (b) Intélligente                      (c) Intélliigents

2. Elle est \_\_\_\_\_.

(a) Intélligente                      (b) Intélligent                      (c) Intélligentes

3. Je (m) suis \_\_\_\_\_.

(a) Grande                              (b) Grand                              (c) Grandes

4. Elles sont \_\_\_\_\_.

(a) Petite                              (b) Petit                              (c) Petites

5. Ils sont \_\_\_\_\_.

(a) Petit                              (b) Petits                              (c) Petites

6. Je (f) suis \_\_\_\_\_.

(a) Grande                              (b) Grandes                              (c) grand

II Choisissez l'opinion correcte –

(pick the correct opinion)

1. Intelligent

(a) Intelligent                      (b) Haut

2. Little

(a) Petit                              (b) Grand

3. She

(a) Elle                              (b) Il

**French Language**

4. They (m)  
 (a) Elles (b) Ils
5. Tall  
 (a) Petit (b) Grand
6. They (f)  
 (a) Elles (b) Elle

---

**1.4 DEPENDANCE OF SOME ADJECTIVES ON THEIR POSITION WITH RESPECT TO NOUNS THEY QUALIFY :**


---

The meaning of some adjectives varies according to its precedence or succedence with respect the substantiative ; only a few of the most common instances are given below :

<b>Un brave homme :</b>	A worthy man	<b>Un homme brave :</b>	A brave man
<b>Un grand homme :</b>	A great man	<b>Un homme grand :</b>	A tall man
<b>Un honnête homme :</b>	An honest man	<b>Un homme honnête :</b>	A polite man
<b>Un malhonnête homme :</b>	A dishonest man	<b>Un homme malhonnête :</b>	A rude man
<b>Un seul homme :</b>	A single man	<b>Un homme seul :</b>	A lonely man
<b>Un jeune homme :</b>	A young man	<b>Un homme Jeune :</b>	A youthful man.
<b>La dernière année :</b>	The last year (of a given period)	<b>L'année dernière :</b>	The last year.
<b>La même maison :</b>	The same house	<b>La maison même :</b>	The ver house the house itself.
<b>Une nouvelle bicyclette :</b>	A new bicycle	<b>Une bicyclette nouvelle :</b>	A new bicycle of new pattern

Two adjectives qualifying the same noun are usually placed after it and separated by 'et' (and).

Une femme jeune et belle : A young and beautiful woman.

❑ **Check Your Progress – 2 :**

1. Mettez la forme correcte de l'adjectif : (Put the correct for of the adjective)
- (a) Le papier est \_\_\_\_\_ (blanc).  
 (b) Les enfants sont \_\_\_\_\_ (heureux).  
 (c) La tante est \_\_\_\_\_ (vieux).  
 (d) Avez-vous une \_\_\_\_\_ (plume).  
 (e) Les noix sont \_\_\_\_\_ (bon).  
 (f) Le salon est \_\_\_\_\_ (beau).  
 (g) Voici un \_\_\_\_\_ (livre).  
 (h) Les histoires sont \_\_\_\_\_ (long).



**1.5.1 Superlative Adjectives :**

In English we form the superlative by adding 'est' to the adjective or 'most' before the adjective. In French, we use le plus, la plus, les plus.

Ajit est le plus petit de la classe – Ajit is the smallest in the class.

Anita est la plus grande de la famille – Anita is the tallest in the family.

Ajay et Ritu sont les plus intelligents du groupe – Ajay and Ritu are the most intelligent in the group.

Anand est le plus jeune pilote de la compagnie aérienne – Anand is the youngest pilot in the airline company.

You must have noticed that 'in' is translated 'de' after a superlative.

Le vin le plus cher – the dearest wine.

Les livres les plus intéressants – the most interesting books.

**1.5.2 The Following Three Adjectives are Compared Irregularly :**

Adjectives	Comparitive	Superlative
Bon (good)	Meilleur (better)	Le meilleur (best)
Mauvais (bad)	Pire (or plus mauvais) (worse)	Le pire (or le plus mauvais) (worst)
Petit (small)	Moindre (or plus petit) (smaller)	Le moindre (or le plus moindre) (smallest)

**☐ Check Your Progress – 3 :**

- Écrivez les sens : (write the meanings)
  - Un brave homme
  - Un homme brave
  - Un jeune homme
  - Un homme jeune
  - Un grand homme
  - Un homme grand
- Traduisez en français :
  - The hotel is large
  - The hotel is larger
  - The letter is important
  - The letter is more important
- Écrivez les comparitif and superlatif formes :
  - Bon
  - Mauvais
  - Petit

---

**1.6 PREPOSITIONS :**

---

The following list contains the most commonly used prepositions :

<b>à</b>	To, at, in, on etc.
<b>Après</b>	After, next to
<b>Avant</b>	Before
<b>Avec</b>	With
<b>Contre</b>	Against
<b>Dans</b>	In(to)
<b>De</b>	Of, from, with

**Adjectives and  
Prepositions**

<b>Depuis</b>	Since, from
<b>Derrière</b>	Behind
<b>Dès</b>	From, as early as
<b>Devant</b>	Before
<b>Durant</b>	During
<b>En</b>	In, to
<b>Envers</b>	Towards
<b>Hormis</b>	Except
<b>Malgré</b>	Inspite of
<b>Outre</b>	Besides
<b>Par</b>	By, through
<b>Parmi</b>	Among
<b>Pendant</b>	During
<b>Pour</b>	For
<b>Sans</b>	Without
<b>Sauf</b>	Save, except
<b>Selon</b>	According to
<b>Sur</b>	On, upon
<b>Voici</b>	Here is(are)
<b>voilà</b>	Here is(are)
<b>Enface de</b>	Opposite
<b>Prèsde</b>	Near
<b>à côté de</b>	Near to
<b>Ici</b>	Here
<b>Tout</b>	All/everything
<b>Même</b>	Even
<b>Il y a</b>	Ago
<b>Sul</b>	Single/only
<b>Aux</b>	to the
<b>tout à fait</b>	Quite, completely
<b>Alors</b>	So
<b>Par</b>	By, through
<b>Lorsque</b>	When
<b>bien sûr</b>	Ofcourse
<b>Encore</b>	Again
<b>Chez</b>	At the house of
<b>Malgré</b>	Inspite of

## French Language

In French we do not say, 'à le' or 'à les' but au and aux.  
'de le' or 'de les' buy do and des.

### Here are some examples :

1. Au musée – at/to the museum.
2. à la boulangerie – at/to the baker's.
3. aux magasins – at/to the shop.
4. Du bureau de poste – of/from the post office.
5. De la pharmacie – of/from the chemist.
6. Des hôtels – of/from the hotels.
7. Dans la voiture – in the car.
8. En France – in/to France.
9. à côté de la boucherie – next to the butcher's.
10. en face de la poissonnerie – opposite the fishmonger's.
11. près de épicerie – near the food store.
12. Sur la table – on the table.
13. Sous la chaise – under the chair
14. Devant l'hôpital – in front of the hospital.
15. Derrière l'université – behind the university.
16. Avec mon mari – with my husband.
17. Sans difficulté – without difficulty.
18. Après le petit déjeuner – after the breakfast.
19. Avant le dîner – before dinner.

Both dans and en mean 'in' but dans is 'more specific, i.e. dans is generally used before le, la, les, un, une, votre, mon etc. otherwise en is used in contrast to dans.

dans la voiture de mon frère – In my brother's car.

en voiture – by(in) car

dans le sud de la France – in the south of France.

en France – in France.

### Note the following difference

dans deux semaines – in two weeks time.

En deux semaines – within two weeks.

Je commencerai le travail dans deux semaines – I'll begin the work in two weeks.

Je faisais le travail en deux semaines – I did the work within two weeks.

Depuis is another French preposition to be careful about, since it can either mean since or for, relating to elapsed time (past time in relation to the present). It can never be used in the sense of for relating to ongoing time or future time. Normally the meaning of depuis in a French sentence will be unambiguous.

Je suis ici depuis dix heures could mean either I've been here for ten hours, or I've been here since ten o'clock.

To avoid this sort of ambiguity, speakers may resort to a different expression such as *Cela fait dix heures que je suis ici*, which can only mean I've been here for ten hours.

Pour or pendant ? To express terminated duration in the past, the equivalent preposition to English for is normally *pendant*. For an ongoing time frame, or duration in the future, the prepositions to use are either *pendant* or *pour* which in modern French are virtually interchangeable.

In the example above, some speakers might detect a slight difference, *pour trois semaines* implying a single three week stay, *pendant trois semaines* several trips in the course of the three weeks; but many would consider this distinction academic.

□ **Check Your Progress – 4 :**

1. Completez avec les prépositions :

- (i) Le livre est \_\_\_\_\_ la table.  
(a) Sur (b) Dans
- (ii) Le cahier est \_\_\_\_\_ la chaise.  
(a) Sous (b) Devant
- (iii) Nous sommes \_\_\_\_\_ la classe.  
(a) En (b) Dans
- (iv) Le professeur est \_\_\_\_\_ le tableau  
(a) Devant (b) Derrière
- (v) L'horloge (wall clock) est \_\_\_\_\_ le mur  
(a) Avec (b) Contre
- (vi) J'habite (I live) \_\_\_\_\_ Ahmedabad  
(a) à (b) dans
- (vii) Je suis \_\_\_\_\_ la voiture.  
(a) En (b) Dans
- (viii) Anita au cinéma \_\_\_\_\_ son mari.  
(a) Sans (b) Avec

2. Choisissez la bonne réponse :

- (i) Au musée  
(a) At the museum (b) In the museum
- (ii) Sur la table  
(a) Under the table. (b) On the table
- (iii) Après le petit déjeuner.  
(a) After the breakfast (b) Before the breakfast
- (iv) Dans deux semaines.  
(a) In three weeks time (b) In two weeks time

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### 1.7 THE FRENCH EXPRESSION 'IL Y A' :

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The French expression 'Il y a' means 'there is' or 'there are'. Let us look at the expression very closely and observe how it is used. It is used both before singular and plural nouns.

Il y a un taxi devant l'hôtel.

– There is a taxi in front of the hotel.

Il y a des journaux ici.

– There are some newspapers here.

Est-ce-qu'il y a une banque ici ?

– If there a bank here ?

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### 1.8 LET US SUM UP :

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Adjectives serve the same purpose in French and English, but they are very different in other respects. In French, adjectives have the following characteristics : modify nouns, must agree in gender and number with nouns, usually follow nouns, may be modified by adverbs

French adjectives can have up to 4\* forms, in accordance to the gender and number of the nouns they modify :

masculine singular      masculine plural

feminine singular      feminine plural.

It is very important to determine and position the adjectives very accurately because the meaning of some adjectives are dependent on their position.

In French, there are simple prepositions (à, chez, etc.) as well as longer prepositional phrases (d'après, près de etc.). In French, prepositions often can't be translated literally.

**Example :** Il est allé chez le coiffeur. – He went to the hairdresser.

Elle habite près de Bordeaux. – She lives near Bordeaux.

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### 1.9 ANSWERS FOR CHECK YOUR PROGRESS :

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☐ **Check Your Progress 1 :**

I. 1. (a)            2. (a)            3. (b)

4. (a)            5. (b)            6. (a)

II. 1. (a)            2. (a)            3. (a)

4. (b)            5. (b)            6. (a)

☐ **Check Your Progress 2 :**

1. (a) Blanc      (b) heureux    (c) vieille      (d) bonne  
 (e) bons        (f) beau        (g) bon        (h) longues

2. (a) grise        (b) anglaise    (c) blanc  
 (d) grande      (e) français    (f) bons

3. (a) (i)          (b) (iv)        (c) (ii)        (d) (i)

4. (a) (i)          (b) (ii)        (c) (i)        (d) (ii)



❑ **Check Your Progress 3 :**

1. (a) A worthy man (b) A brave man  
(c) A young man (d) A youthful man  
(e) A great man (f) A tall man
2. (a) L'hôtel est grand (b) L'hôtel est plus grand  
(c) La lettre est importante (d) La lettre est plus importante
3. (a) Bon – meilleur le meilleur  
(b) Mauvais – Pire le pire  
(c) Petit – moindre le moindre

❑ **Check Your Progress 4 :**

1. (a) Sur (b) sous (c) dans  
(d) Devant (e) contre (f) à
2. (a) (i) (b) (ii) (c) (i) (d) (ii)

**1.10 GLOSSARY :**

<b>Intelligent</b>	Intelligent	<b>Ordinateur</b>	Computer
<b>Grand</b>	Tall	<b>Cher</b>	Dear
<b>Petit</b>	Small, little	<b>Court</b>	Short
<b>Difficile</b>	Difficult	<b>Digne</b>	Worthy
<b>Médecin</b>	Doctor	<b>Gros</b>	Fat
<b>Voiture</b>	Car	<b>Mauvais</b>	Bad, naughty
<b>Jeune</b>	Young	<b>Vieil</b>	Old
<b>Nouvel</b>	New	<b>Vieux</b>	Old
<b>Même</b>	Same	<b>Bicyclette</b>	Bicycle
<b>Maison</b>	House	<b>Lettre</b>	Letter
<b>Film</b>	Film	<b>Vin</b>	Wine
<b>Moindre</b>	Less	<b>Pire</b>	Worse
<b>Vilain</b>	Ugly	<b>Famille</b>	Familly
<b>Honnête</b>	Honest, polite	<b>malhonnête</b>	dishonest, rude
<b>Dernière</b>	Last	<b>Train</b>	Train
<b>Hôtel</b>	Hotel	<b>Eglise</b>	Church
<b>Intéressant</b>	Interesting	<b>Poissonnerie</b>	Fishmongers
<b>boulangerie</b>	Butcher	<b>Epicerie</b>	Food store
<b>Aéroglesseur</b>	Hovercast	<b>Pharmacie</b>	chemist

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**1.11 ASSIGNMENT :**

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1. Choisissez la bonne réponse :
  - (i) Elles sont \_\_\_\_\_  
(I) Grand                      (II) Grands                      (III) Grandes
  - (ii) Je suis \_\_\_\_\_.  
(I) Heureux                      (II) Heureuse                      (III) Heureuses
  - (iii) Elle est \_\_\_\_\_.  
(I) Intelligent                      (II) Intelligente                      (III) Intelligentes
  - (iv) Le papier est \_\_\_\_\_.  
(I) Blanc                      (II) Blancs                      (III) Blanches.
2. Mettez la couleur :
  - (i) Le tableau est \_\_\_\_\_.
  - (ii) La craie est \_\_\_\_\_.
  - (iii) Le ciel est \_\_\_\_\_.
  - (iv) L'arbre \_\_\_\_\_.
  - (v) Les craies sont \_\_\_\_\_.
  - (vi) Le banc est \_\_\_\_\_.
3. Completez avec la préposition :
  - (i) La craie est \_\_\_\_\_ table.  
(I) Dans                      (II) Sur
  - (ii) Nous ne sommes pas \_\_\_\_\_ la maison.  
(I) Dans                      (II) En
  - (iii) Le cahier est \_\_\_\_\_ le banc.  
(I) Sous                      (II) Dans
  - (iv) J'habite \_\_\_\_\_ New delhi.  
(I) Devant                      (II) A
  - (v) Le professeur est \_\_\_\_\_ le tableau.  
(I) Devant                      (II) Derrière
  - (vi) Le tableau est \_\_\_\_\_ le professeur.  
(I) Devant                      (II) Derrière

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**1.12 ACTIVITY :**

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Discuss 5 qualities of your best friend.

Faites des phrases en utilisant les Prépositions :-

(Make sentences using prepositions)

Sur, sous, dans, Derrière, devant.

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**1.13 CASE STUDY :**

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Trouvez l'intrus :

Find the odd one out

- (a) livre, cahier, oiseau, crayon, stylo
- (b) eau, café, thé, chaise, lait.
- (c) papier, gomme, taille-crayon, fromage, règle

- (d) pantalon, chaussettes, ordinateur, chemise, manteau.
- (e) père, mère, frère, fils, professeur.

**Adjectives and  
Prepositions**

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**1.14 FURTHER READING :**

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L'interprète Larousse by Richard Silvestri.

Cours de langue et de Civilisation française (bleu) by G. Mauger



**UNIT STRUCTURE**

- 2.0 Learning Objectives
- 2.1 Introduction
- 2.2 First Group of Verbs
  - 2.2.1 Forme Affirmative de Verbe Parler
  - 2.2.2 Forme Négative de Verbe Parler
  - 2.2.3 Forme Interrogative
- 2.3 Verbe Commencer
  - 2.3.1 Forme Affirmative
- 2.4 Verbe Manger
  - 2.4.1 Forme Affirmative
- 2.5 Verbe Acheter
  - 2.5.1 Forme Affirmative
- 2.6 Verbe Aller
  - 2.6.1 Forme Affirmative
  - 2.6.2 Forme Négative
  - 2.6.3 Forme Interrogative
- 2.7 Verbe Porter
- 2.8 Verbe Mener
- 2.9 Verbe Peler
- 2.10 Verbe Jeter
- 2.11 Verbe Appeler
- 2.12 Verbe Balayer
- 2.13 Verbe Nettoyer
- 2.14 Verbe Essuyer
- 2.15 Let us Sum Up
- 2.16 Answers for Check Your Progress
- 2.17 Glossary
- 2.18 Assignment
- 2.19 Activities
- 2.20 Case Study
- 2.21 Further Reading

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## 2.0 LEARNING OBJECTIVES :

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- Classification of verbs into the three groups
- First group of verbs
- The three forms of the verbs falling under the first group

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## 2.1 INTRODUCTION :

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In this unit you will learn about the first group of verbs, the infinitives (l'infinitif) that ends with 'er'. The verbs that fall under this category have the same formula to determine its different forms with different subject pronouns.

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## 2.2 FIRST GROUP OF VERBS :

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The verbs in French which ends with 'er' falls under the first category of the verbs except for a few which you will come to know about, later in this unit.

Some examples of the verbs that falls under this category are :

1. Parler : to speak
2. Aller : to go

### 2.2.1 Forme Affirmative de Verbe Parler :

<b>Je parle</b>	I speak, I am speaking, I do speak
<b>Tu parles</b>	You speak, You are speaking, you do speak
<b>Elle parle</b>	She speaks, she is speaking, she does speak
<b>Il parle</b>	He speak, he is speaking, he does speak
<b>Nous parlons</b>	We speak, we do speak, we are speaking
<b>Vous parlez</b>	You speak, you are speaking, you are speaking
<b>Elles parlent</b>	They speak, they are speaking, they do speak. (feminine)
<b>Ils parlent</b>	They speak, they are speaking, they do speak. (masculine)

In French there is no continuous form. Translate it simplem present/affirmative. Formula of the 1st group verb.

Those verbs are ending with 'er' – delete 'er' and add the following suffix to the remaining word.

For 1<sup>st</sup> person singular – Je : add 'e'.

For 2<sup>nd</sup> person singular – Tu :add 'es'

For 3<sup>rd</sup> person singular – Elle/il : add 'e'

For 1<sup>st</sup> person plural – Nous : add 'ons'

For 2<sup>nd</sup> person plural – Vous : add 'ez'

For 3<sup>rd</sup> person plural – Elles/Ils : add 'ent'

Exactly like verbe parler is conjugated, thousands of other verbs in French whose infinitives end with 'er' are :

<b>Porter</b>	To carry/wear
<b>Jouer</b>	To play
<b>Planter</b>	To plant
<b>Couler</b>	To flow
<b>Travailler</b>	To work
<b>Aimer</b>	To love/live
<b>Donner</b>	To give
<b>Chanter</b>	To sing

**2.2.2 Forme Négative de Verbe Parler :**

**Formula :** To convert a verb negative in French add 'ne' before the verb and 'pas ' after the verb. The words 'ne' and 'pas' do not hold any meaning individually but together it simply means 'not' or 'do not'

**Example :**

Forme affirmative :

Je suis – I am.

Forme négative :

Je ne suis pas – I am not.

Here 'ne' ... 'pas' means 'not'.

Forme affirmative :

Je parle – I speak.

Forme négative :

Je ne parle pas – I do not speak.

Here 'ne'...'pas' means 'do not'.

<b>Je ne parle pas</b>	I am not speaking, I do not speak
<b>Tu ne parles pas</b>	You are not speaking, you do not speak
<b>Elle ne parle pas</b>	she is not speaking, she does not speak
<b>Il ne parle pas</b>	he is not speaking, he does not speak
<b>Nous ne parlons pas</b>	we do not speak, we are not speaking
<b>Vous ne parlez pas</b>	you are not speaking, you do not speak
<b>Elles ne parlent pas</b>	they are not speaking, they do not speak. (feminine)
<b>Ils ne parlent pas</b>	they are not speaking, they do not speak. (masculine)

**2.2.3 Forme Interrogative :**

<b>Parle–je ?</b>	Do I speak ? Am I speaking ?
<b>Parles–tu ?</b>	Do you speak ? are you speaking ?
<b>Parle–t–elle ?</b>	Does she speak ? Is she speaking ?
<b>Parle–t–il ?</b>	Does he speak ? Is he speaking ?

<b>Parlons – nous ?</b>	Do we speak ? Are we speaking ?
<b>Parlez – vous ?</b>	Do you speak ? Are you speaking ?
<b>Parlent–ils ?</b>	Do they speak ? Are they speaking ? (masculine)
<b>Parlent–elles ?</b>	Do they speak ? Are they speaking ? (feminine)

**Notice the meaning of the three verbs :**

Regarder	To look at
Écouter	To listen to
Chercher	To look for

Verbs ending with 'cer' , take a cedilla under the c when it precedes the vowels 'a' and 'o' in order to retain the soft sound of c.

**Example :** commençons.

The verbs which behave in the similar fashion are :

- Commencer.
- Placer
- Annoncer
- prononcer

**□ Check Your Progress – 2 :**

1. Mettez le verbe :
  - (a) Les enfants \_\_\_\_\_ le jardin (aimer).
  - (b) Vous \_\_\_\_\_ dans la salle à manger. (jouer– to play)
  - (c) Vivek \_\_\_\_\_ sun l'here. (travailler)
  - (d) L'eau \_\_\_\_\_ dans le bassin.
  - (e) Tu \_\_\_\_\_ avec Arvind. (jouer)
  - (f) J\_\_\_\_\_ les plantes. (arroser)
2. Écrivez le verbe parler au affirmative.
3. Mettez à toutes (all) les personnes.
  - (a) Je ne parle pas.
  - (b) Je regarde le professeur
  - (c) J'écoute la leçon.

**2.3 VERBE COMMENCER :**

The verb ' commencer' simply means to commence / to begin /to start.

**2.3.1 Forme Affirmative :**

<b>Je commence</b>	I start, I am starting
<b>Tu commences</b>	You start. You are starting
<b>Elle commence</b>	She starts, she is starting
<b>Il commence</b>	He starts, he is starting
<b>Nous commençons</b>	We start, we are starting

## French Language

<b>Vous commencez</b>	You speak, you are speaking
<b>Elles commencent</b>	They speak, they are speaking (feminine)
<b>Ils commencent</b>	They speak, they are speaking (masculine)

Verbs ending in '-ger' retain the 'e' after the 'g' when it precedes the vowels a and o.

Nous mangeons – in order to keep the soft sound.

**Example :** manger, voyager, arranger.

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### 2.4 VERBE MANGER :

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The verb 'manger' simply means to eat.

#### 2.4.1 Forme Affirmative :

<b>Je mange</b>	I eat, I am eating
<b>Tu manges</b>	You eat, you are eating
<b>Elle mange</b>	She eats, she is eating
<b>Il mange</b>	He eats, he is eating
<b>Nous mangeons</b>	We eat, we are eating
<b>Vous mangez</b>	You eat, you are eating
<b>Elles mangent</b>	They eat, they are eating (feminine)
<b>Ils mangent</b>	They eat, they are eating (masculine)

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### 2.5 VERBE ACHETER :

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The verb 'acheter' simply means to buy.

#### 2.5.1 Forme Affirmative :

<b>J'achète</b>	I buy, I am buying
<b>Tu achètes</b>	You buy, you are buying
<b>Elle achète</b>	She buys, she is buying
<b>Il achète</b>	He buys, he is buying
<b>Nous achetons</b>	We buy, we are buying
<b>Vous achetez</b>	You buy, you are buying
<b>Elles achètent</b>	They buy, they are buying (feminine)
<b>Ils achètent</b>	They buy, they are buying (masculine)

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### 2.6 VERBE ALLER :

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The verb 'aller' simply means 'to go'. This is an exception to the first group of verbs.



**2.6.1 Forme Affirmative :**

<b>Je vais</b>	I go, I am going, I do go
<b>Tu vas</b>	You go, you are going, you do go
<b>Elle va</b>	She goes, she is going, she does go
<b>Il va</b>	He goes, he is going, he does go
<b>Nous allons</b>	We go, we are going, we do go
<b>Vous allez</b>	You go, you are going, you do go
<b>Elles vont</b>	They go, they are going, they do go (feminine)
<b>Ils vont</b>	They go, they are going, they do go (masculine)

**2.6.2 Forme Négative :**

<b>Je ne vais pas</b>	I am not going, I do not go
<b>Tu ne vas pas</b>	you are not going, you do not go
<b>Elle ne va pas</b>	she is not going, she does not go
<b>Il ne va pas</b>	he is not going, he does not go
<b>Nous n'allons pas</b>	we are not going, we do not go
<b>Vous n'allez pas</b>	you are not going, you do not go
<b>Elles ne vont pas</b>	they are not going, they do not go (feminine)
<b>Ils ne vont pas</b>	they are not going, they do not go (masculine)

**2.6.3 Forme Interrogative :**

<b>Vais-je ?</b>	Do I go ?
<b>Vas-tu ?</b>	Do you go ?
<b>Va-t-elle ?</b>	Does she go ?
<b>Va-t-il ?</b>	Does he go ?
<b>Allons-nous ?</b>	Do we go ?
<b>Allez-vous ?</b>	Do you go ?
<b>Vont-elles ?</b>	Do they go ?
<b>Vont-ils ?</b>	Do they go ?

**☐ Check Your Progress – 2 :**

I. Fill in the blanks with the right form of the appropriate verb from the list of verbs given below :

Parler (to speak)

Habiter (to live)

Travailler (to work)

(1) Vous \_\_\_\_\_ anglais.

(2) Vous \_\_\_\_\_ dans un bureau.

(3) Vous \_\_\_\_\_ ici.

## French Language

- (4) Nous \_\_\_\_\_ dans un petit village.
- (5) Nous ne \_\_\_\_\_ pas espagnol.
- (6) Nous \_\_\_\_\_ dans une banque.
- (7) Mon cousin \_\_\_\_\_ à New York.
- (8) Ma mère \_\_\_\_\_ allemand et italien.
- (9) Mes parents \_\_\_\_\_ à la campagne.
- (10) Ou n' \_\_\_\_\_ pas ici.

II. Écrivez les sens (Write the meaning) :

- (a) Regarder
- (b) Écouter
- (c) Chercher

III. Mettez le verbe :

- (1) Nous \_\_\_\_\_ le tableau (regarder).
- (2) Je n' \_\_\_\_\_ pas. (écouter)
- (3) \_\_\_\_\_ vous le taille crayon ? (chercher)
- (4) Nous \_\_\_\_\_ du pain. (manger)
- (5) Vous \_\_\_\_\_ une voiture. (acheter)
- (6) Nous \_\_\_\_\_ notre classe. (commencer)

IV. Écrivez le verbe chercher au affirmative :

---

### 2.7 VERBE PORTER :

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Forme affirmative :

<b>Je porte</b>	I carry, I am carrying
<b>Tu portes</b>	You carry, you are carrying
<b>Elle porte</b>	She carries, she is carrying
<b>Il porte</b>	He carries, he is carrying
<b>Nous portons</b>	We carry, we are carrying
<b>Vous portez</b>	You carry, you are carrying
<b>Elles portent</b>	They carry, they are carrying (feminine)
<b>Ils portent</b>	They carry, they are carrying (masculine)

There are some changes in the following verbs as well :

- 1. Mener – to lead, take, get
- 2. Peler – to peel
- 3. Jeter – to cast, to throw away
- 4. Appeler – to call
- 5. Balayer – to sweep
- 6. Nettoyer – to clean, clear
- 7. Essuyer – to wipe, dry, mop up, dust.

---

**2.8 VERBE MENER :**

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**Forme affirmative :**

<b>Je mène</b>	I lead, I am leading
<b>Tu mènes</b>	You lead, you are leading
<b>Elle mène</b>	She leads, she is leading
<b>Il mène</b>	He leads, he is leading
<b>Nous menons</b>	We lead, we are leading
<b>Vous menez</b>	You lead, you are leading
<b>Elles mènent</b>	They lead, they are leading (feminine)
<b>Ils mènent</b>	They lead, they are leading (masculine)

---

**2.9 VERBE PELER :**

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**Forme affirmative :**

<b>Je pèle</b>	I peel, I am peeling
<b>Tu pèles</b>	You peel, you are peeling
<b>Elle pèle</b>	She peels, she is peeling
<b>Il pèle</b>	He peels, he is peeling
<b>Nous pelons</b>	We peel, we are peeling
<b>Vous pelez</b>	You peel, you are peeling
<b>Elles pèlent</b>	They peel, they are peeling (feminine)
<b>Ils pèlent</b>	They peel, they are peeling (masculine)

---

**2.10 VERBE JETER :**

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**Forme affirmative :**

<b>Je jète</b>	I throw away, I am throwing away
<b>Tu jètes</b>	You throw away, you are throwing away
<b>Elle jète</b>	She throws away, she is throwing away
<b>Il jète</b>	He throws away, he is throwing away
<b>Nous jetons</b>	We throw away, we are throwing away
<b>Vous jetez</b>	You throw away, you are throwing away
<b>Elles jètent</b>	They throw away, they are throwing away (feminine)
<b>Ils jètent</b>	They throw away, they are throwing away (masculine)

**2.11 VERBE APPELER :**

Forme affirmative :

<b>J'appelle</b>	I call, I am calling
<b>Tu appelles</b>	You call, you are calling
<b>Elle appelle</b>	She calls, she is calling
<b>Il appelle</b>	He calls, he is calling
<b>Nous appelez</b>	We call, we are calling
<b>Vous appelez</b>	You call, you are calling
<b>Elles appellent</b>	They call, they are calling (feminine)
<b>Ils appellent</b>	They call, they are calling (masculine)

**□ Check Your Progress – 3 :**

- I. Écrivez le verbe mener au négative.
- II. Complétez :
  - (a) Le clown \_\_\_\_\_ une saucisse. (jeter)
  - (b) N' \_\_\_\_\_ elle pas son frère. (appeler)
  - (c) Comment \_\_\_\_\_ vous le journal ? (appeler)
  - (d) L'argent \_\_\_\_\_ des trésors devant la jeune fille. (jeter)
- III. Écrivez au singulier :
  - (a) Nous pelons.
  - (b) Appelez-vous ?
  - (c) Elles appellent.
  - (d) Vous jetez.
  - (e) Nous jetons.

**2.12 VERBE BALAYER :**

Forme affirmative :

<b>Je balaie</b>	I broom, I am brooming
<b>Tu balaies</b>	You broom, you are brooming
<b>Elle balaie</b>	She brooms, she is brooming
<b>Il balaie</b>	He brooms, he is brooming
<b>Nous balayons</b>	We broom, we are brooming
<b>Vous balayez</b>	You broom, you are brooming
<b>Elles balaient</b>	They broom, they are brooming (feminine)
<b>Ils balaient</b>	They broom, they are brooming (masculine)

---

### 2.13 VERBE NETTOYER :

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**Forme affirmative :**

<b>Je nettoie</b>	I clean, I am cleaning
<b>Tu nettoies</b>	You clean, you are cleaning
<b>Elle nettoie</b>	She cleans, she is cleaning
<b>Il nettoie</b>	He cleans, he is cleaning
<b>Nous nettoyons</b>	We clean, we are cleaning
<b>Vous nettoyez</b>	You clean, you are cleaning
<b>Elles nettoient</b>	They clean, they are cleaning (feminine)
<b>Ils nettoient</b>	They clean, they are cleaning (masculine)

---

### 2.14 VERBE ESSUYER :

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**Forme affirmative :**

<b>J'essuie</b>	I wipe, I am wiping
<b>Tu essuies</b>	You wipe, you are wiping
<b>Elle essuie</b>	She wipes, she is wiping
<b>Il essuie</b>	He wipes, he is wiping
<b>Nous essuyons</b>	We wipe, we are wiping
<b>Vous essuyez</b>	You wipe, you are wiping
<b>Elles essuient</b>	They wipe, they are wiping (feminine)
<b>Ils essuient</b>	They wipe, they are wiping (masculine)

**□ Check Your Progress – 4 :**

I. Fill in the blanks with the appropriate form of the verb given in the bracket.

- (1) N' \_\_\_\_\_ elle pas la vaisselle. (essuyer)
- (2) Je \_\_\_\_\_ ma chambre. (nettoyer)
- (3) Lata \_\_\_\_\_ la chambre de ses parents. (balayer)

II. Écrivez le verbe balayer au forme affirmative.

III. Écrivez le sens :

- (a) Balayer
  - (b) Appeler
  - (c) Nettoyer
- 

### 2.15 LET US SUM UP :

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The verbs can be grouped into 3 types. The verbs ending with 'er' in their infinitive form belong to the first group of verbs except a few which end with 'er' in their infinitive form but do not comply with the formula stated for the first group of verbs.

For 1<sup>st</sup> person singular – Je : add 'e'.

For 2<sup>nd</sup> person singular – Tu : add 'es'

For 3<sup>rd</sup> person singular – Elle/il : add 'e'

For 1<sup>st</sup> person plural – Nous : add 'ons'

For 2<sup>nd</sup> person plural – Vous : add 'ez'

For 3<sup>rd</sup> person plural – Elles/Ils : add 'ent'

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**2.16 ANSWERS FOR CHECK YOUR PROGRESS :**

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**☐ Check Your Progress 1 :**

1. (a) Aiment (b) Jouons (c) Travaille  
(d) Coule (e) Joues (f) Arrose
2. Je parle Tu parles Elle parle Il parle  
Nous parlons Vous parlez Elles parlent Ils parlent.
3. (a) Tu ne parles pas, Il/elle ne parle pas.  
(b) Tu regardes le professeur. Il/elle regarde le professeur.  
(c) Tu écoutes la leçon, il/elle écoute la leçon

**☐ Check Your Progress 2 :**

- I. (1) Parlez (2) Travaillez (3) Habitez (4) Habitons  
(5) Parlons (6) Travaillons (7) Habite (8) Parle  
(9) Habitent (10) habite
- II. (a) To look at (b) To listen to (c) To look for
- III. (a) Regardons (b) écoute (c) cherchez  
(d) mangeons (e) achetez (f) commençons
- IV. Je cherche Tu cherches Elle cherche Il cherche  
Nous cherchons Vous cherchez Elles cherchent Ils cherchent

**☐ Check Your Progress 3 :**

1. Je ne mène pas Tu ne mènes pas  
Elle ne mène pas Il ne mène pas  
Nous ne menons pas Vous ne menez pas  
Elles ne mènent pas Ils ne mènent pas
2. (a) Jète (b) Appelle (c) Appelez (d) Jète
3. (a) Je pèle (b) Appeles-tu ? (c) Elle-appelle.  
(d) Tu jètes. (e) Je jète

**☐ Check Your Progress 4 :**

1. (a) Essuie (b) Nettoie (c) Balaie
2. Je balaie Tu balaies Elle balaie Il balaie  
Nous balayons Vous balayez Elles balaient Ils balaient
3. (a) To sweep out (b) To call (c) To clean/clear

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**2.17 GLOSSARY :**

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**First Group of  
French Verbs**

<b>Verbe parler</b>	To speak
<b>Verbe jouer</b>	To play
<b>Verbe planter</b>	To plant
<b>Verbe couler</b>	To flow
<b>Verbe travailler</b>	To work
<b>Verbe aimer</b>	To love. Like
<b>Verbe donner</b>	To give
<b>Verbe chanter</b>	To sing
<b>Verbe aller</b>	To go
<b>Verbe regarder</b>	To look at
<b>Verbe écouter</b>	To listen to
<b>Verbe chercher</b>	To look for
<b>Verbe commencer</b>	To begin
<b>Verbe manger</b>	To eat
<b>Verbe acheter</b>	To buy
<b>Verbe mener</b>	To lead, take, get
<b>Verbe peler</b>	To peel
<b>Verbe jeter</b>	To cast, throw away
<b>Verbe appeler</b>	To call
<b>Verbe balayer</b>	To broom
<b>Verbe nettoyer</b>	To clean, clear
<b>Verbe essuyer</b>	To wipe, dry, mop up, dust
<b>Saucisse</b>	Sausage
<b>Argent</b>	Silver
<b>Trésors</b>	Treasures
<b>Mettez</b>	Put
<b>suivantes</b>	following
<b>Phrases</b>	Sentences
<b>Trottoir</b>	Sidewalk / pavement
<b>Jardin</b>	Garden
<b>Verbe quitter</b>	To leave
<b>Chez</b>	In
<b>Boulangier</b>	Baker

<b>Verbe rester</b>	To stay
<b>Rosier</b>	Rosebush
<b>Délicieux</b>	Delicious
<b>Viande</b>	Meat
<b>Acrobate</b>	Acrobat
<b>Voyageurs</b>	Voyagers
<b>Matin</b>	Morning
<b>Verbe Ranger</b>	To tidy
<b>Tasses</b>	Cups
<b>buffet</b>	Buffet
<b>lycée</b>	high school
<b>Pitié</b>	pity

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**2.18 ASSIGNMENT :**

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**Mettez le verbe dans les phrases suivantes :**

1. Charles ne \_\_\_\_\_ pas sur le trottoir. (jouer)
2. Ne \_\_\_\_\_ vous pas le jardin ? (quitter)
3. Tu \_\_\_\_\_ chez le boulanger. (rester)
4. \_\_\_\_\_ vous ? (aller)
5. Le professeur \_\_\_\_\_ à Paris. (aller)
6. Nous \_\_\_\_\_ un rosier derrière la maison. (planter)
7. Marcel et Denise ne \_\_\_\_\_ pas chez le boulanger. (aller)
8. Les enfants \_\_\_\_\_ le jardin. (aimer)
9. Vous \_\_\_\_\_ dans la salle à manger. (jouer)
10. Où \_\_\_\_\_ -tu ce matin ? (aller)
11. Les voyageurs \_\_\_\_\_ à cheval. (arriver)
12. Nous ne \_\_\_\_\_ pas. (prononcer)
13. Nous \_\_\_\_\_ viande, délicieux. (manger)
14. L'acrobate \_\_\_\_\_ pain. (jeter)
15. Où \_\_\_\_\_ elle aujourd'hui. (aller)
16. Nous \_\_\_\_\_ les tasses dans le buffet. (ranger)
17. Tous les jours ils \_\_\_\_\_ au lycée. (aller)
18. Nous ne \_\_\_\_\_ pas d'encre (jeter)
19. Nous l \_\_\_\_\_ sans pitié.
20. Nous \_\_\_\_\_ dans une banque. (travailler)



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**2.19 ACTIVITY :**

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1. Écrivez le verbe prononcer au l'affirmative.
2. Écrivez le verbe quitter au la négative.
3. Écrivez le verbe ranger au la négative.

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**2.20 CASE STUDY :**

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1. Écrivez le verbe balayer au la négative.
2. Écrivez le verbe peler au l'interrogative.

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**2.21 FURTHER READING :**

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L'interprète Larousse by Richard Silvestri.

Cous de langue et de Civilisation française (bleu) by G. Mauger.



**UNIT STRUCTURE**

- 3.0 Learning Objectives**
- 3.1 Introduction**
- 3.2 Second Group of Verbs**
- 3.3 Verbe Finir**
  - 3.3.1 Forme Affirmative**
  - 3.3.2 Forme Négative**
  - 3.3.3 Forme Interrogative**
- 3.4 Verbe Choisir**
  - 3.4.1 Forme Affirmative**
  - 3.4.2 Forme Négative**
  - 3.4.3 Forme Interrogative**
- 3.5 Verbe Réussir**
  - 3.5.1 Forme Affirmative**
  - 3.5.2 Forme Négative**
  - 3.5.3 Forme Interrogative**
- 3.6 Verbe Remplir**
  - 3.6.1 Forme Affirmative**
  - 3.6.2 Forme Négative**
  - 3.6.3 Forme Interrogative**
- 3.7 Verbe Garantir**
  - 3.7.1 Forme Affirmative**
  - 3.7.2 Forme Négative**
  - 3.7.3 Forme Interrogative**
- 3.8 Time Expressions**
- 3.9 The French Wxpression for 'What Time Is It ?'**
- 3.10 Let us Sum Up**
- 3.11 Answers for Check Your Progress**
- 3.12 Glossary**
- 3.13 Assignment**
- 3.14 Activities**
- 3.15 Case Study**
- 3.16 Further Reading**

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### 3.0 LEARNING OBJECTIVES :

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- Second group of verbs in French with the formula to modify those.
- Common verbs with 'ir'
- French expression of time

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### 3.1 INTRODUCTION :

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In this unit you will learn about the second group of verbs, the infinitives (l'infinitif) that ends with 'ir'. The verbs that fall under this category have the same formula to determine its different forms with different subject pronouns. You will also learn about the different expressions to use in French to say the time.

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### 3.2 SECOND GROUP OF VERBS :

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The infinitive form of the verbs in French which ends with 'ir' falls under the second category of the verbs except for a few which you will come to know about, later in this unit.

Some examples of the verbs that falls under this category are :

1. Verbe finir – to finish
2. Verbe garantir – to guarantee.
3. Verbe choisir – to choose
4. Verbe grossir – to put on weight.
5. Verbe maigrir – to lose weight
6. Verbe remplir – to fill
7. Verbe réussir – to succeed
8. Verbe blanchir – to whiten
9. Verbe rougir – to blush
10. Verbe grandir – to grow

❖ **Formula :**

Delete 'ir' and add the formula –

For 1<sup>st</sup> person singular – Je : add 'is'.

For 2<sup>nd</sup> person singular – Tu :add 'is'

For 3<sup>rd</sup> person singular – Elle/il : add 'it'

For 1<sup>st</sup> person plural – Nous : add 'issons'

For 2<sup>nd</sup> person plural – Vous : add 'issez'

For 3<sup>rd</sup> person plural – Elles/Ils : add 'issent'

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### 3.3 VERBE FINIR :

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The verb 'finir' simply means to finish.

#### 3.3.1 Forme Affirmative :

<b>Je finis</b>	I finish, I am finishing, I do finish.
<b>Tu finis</b>	You finish, you are finishing, You do finish.
<b>Elle finit</b>	she finishes, She is finishing, She does finish.

<b>Il finit</b>	He finishes, He is finishing, He does finish.
<b>Nous finissons</b>	We finish, We are finishing, We do finish.
<b>Vous finissez</b>	You finish, You are finishing, You do finish.
<b>Elles finissent</b>	They finish, They are finishing, They do finish. (feminine)
<b>Ils finissent</b>	They finish, They are finishing, They do finish. (masculine)

**3.3.2 Forme Négative :**

<b>Je ne finis pas</b>	I do not finish, I am not finishing.
<b>Tu ne finis pas</b>	you are not finishing, You do not finish.
<b>Elle ne finit pas</b>	She is not finishing, She does not finish.
<b>Il ne finit pas</b>	He is not finishing, He does not finish.
<b>Nous finissons</b>	We are not finishing, We do not finish.
<b>Vous ne finissez pas</b>	You are not finishing, You do not finish.
<b>Elles ne finissent pas</b>	They are not finishing, They do not finish. (feminine)
<b>Ils ne finissent pas</b>	They are not finishing, They do not finish. (masculine)

**3.3.3 Forme Interrogative :**

<b>Est-ce que je finis ?</b>	Do I finish ?
<b>Est-ce que finis-tu ?</b>	Do you finish ?
<b>Est-ce que finit-elle ?</b>	Does she finish ?
<b>Est-ce que finit-il ?</b>	Does he finish ?
<b>Est-ce que finissons-nous ?</b>	Do we finish ?
<b>Est-ce que finissez-vous ?</b>	Do you finish ?
<b>Est-ce que finissent-elles ?</b>	Do they finish (feminine)
<b>Est-ce que finissent-ils ?</b>	Do they finish ? (masculine)

**☐ Check Your Progress – 1 :**

- Nommez quatre verbes de deuxième groupe. (Name four verbs of the second group)
- Completez :
  - Vous \_\_\_\_\_ votre devoir. (finir)
  - Combien de tâches \_\_\_\_\_ ils ? (accomplir)
  - Elles \_\_\_\_\_ les branches de cet arbre. (saisir)
  - Les lapins \_\_\_\_\_ sur l'herbe verte. (bondir)
  - Les voleurs \_\_\_\_\_ leur jour. (finir)
- Écrivez le verbe finir au négative.

**3.4 VERBE CHOISIR :**

The verbe 'chosir' simply means 'to choose'.

**3.4.1 Forme Affirmative :**

<b>Je choisis</b>	I choose, I am choosing, I do choose.
<b>Tu choisis</b>	You choose, you are choosing, You do choose.
<b>Elle choisit</b>	she chooses, She is choosing, She does choose.
<b>Il choisit</b>	He chooses, He is choosing, He does choose.
<b>Nous choisissons</b>	We choose, We are choosing, We do choose.
<b>Vous choisissez</b>	You choose, You are choosing, You do choose.
<b>Elles choisissent</b>	They choose, They are choosing, They do choose. (feminine)
<b>Ils choisissent</b>	They choose, They are choosing, They do choose. (masculine)

**3.4.2 Forme Négative :**

<b>Je ne choisis pas</b>	I do not choose, I am not choosing.
<b>Tu ne choisis pas</b>	you are not choosing, You do not choose.
<b>Elle ne choisit pas</b>	She is not choosing, She does not choose.
<b>Il ne choisit pas</b>	He is not choosing, He does not choose.
<b>Nous choisissons</b>	We are not choosing, We do not choose.
<b>Vous ne choisissez pas</b>	You are not choosing, You do not choose.
<b>Elles ne choisissent pas</b>	They are not choosing, They do not choose. (feminine)
<b>Ils ne choisissent pas</b>	They are not choosing, They do not choose. (masculine)

**3.4.3 Forme Interrogative :**

<b>Est-ce que je choisis ?</b>	Do I choose ?
<b>Est-ce que choisis-tu ?</b>	Do you choose ?
<b>Est-ce que choisit-elle ?</b>	Does she choose ?
<b>Est-ce que choisit-il ?</b>	Does he choose ?
<b>Est-ce que choisissons-nous ?</b>	Do we choose ?
<b>Est-ce que choisissez-vous ?</b>	Do you choose ?
<b>Est-ce que choisissent-elles ?</b>	Do they choose (feminine)
<b>Est-ce que choisissent-ils ?</b>	Do they choose ? (masculine)

### 3.5 VERBE RÉUSSIR :

The verb 'réussir' simply means 'to succeed'.

#### 3.5.1 Forme Affirmative :

<b>Je réussis</b>	I succeed, I am succeeding, I do succeed.
<b>Tu réussis</b>	You succeed, you are succeeding, You do succeed.
<b>Elle réussit</b>	she succeeds, She is succeeding, She does succeed.
<b>Il réussit</b>	He succeeds, He is succeeding, He does succeed.
<b>Nous réussissons</b>	We succeed, We are succeeding, We do succeed.
<b>Vous réussissez</b>	You succeed, You are succeeding, You do succeed.
<b>Elles réussissent</b>	They succeed, They are succeeding, They do succeed. (feminine)
<b>Ils réussissent</b>	They succeed, They are succeeding, They do succeed. (masculine)

#### 3.5.2 Forme Négative :

<b>Je ne réussis pas</b>	I do not succeed, I am not succeeding.
<b>Tu ne réussis pas</b>	you are not succeeding, You do not succeed.
<b>Elle ne réussit pas</b>	She is not succeeding, She does not succeed.
<b>Il ne réussit pas</b>	He is not succeeding, He does not succeed.
<b>Nous ne réussissons pas</b>	We are not succeeding, We do not succeed.
<b>Vous ne réussissez pas</b>	You are not succeeding, You do not succeed.
<b>Elles ne réussissent pas</b>	They are not succeeding, They do not succeed. (feminine)
<b>Ils ne réussissent pas</b>	They are not succeeding, They do not succeed. (masculine)

#### 3.5.3 Forme Interrogative :

<b>Est-ce que je réussis ?</b>	Do I succeed ?
<b>Est-ce que réussis-tu ?</b>	Do you succeed ?
<b>Est-ce que réussit-elle ?</b>	Does she succeed ?
<b>Est-ce que réussit-il ?</b>	Does he succeed ?
<b>Est-ce que réussissons-nous ?</b>	Do we succeed ?
<b>Est-ce que réussissez-vous ?</b>	Do you succeed ?
<b>Est-ce que réussissent-elles ?</b>	Do they succeed (feminine)
<b>Est-ce que réussissent-ils ?</b>	Do they succeed ? (masculine)

### 3.6 VERBE REMPLIR :

The verbe remplir simply means 'to fill'.

#### 3.6.1 Forme Affirmative :

<b>Je remplis</b>	I fill, I am filling, I do fill.
<b>Tu remplis</b>	You fill, you are filling, You do fill.
<b>Elle remplit</b>	she fills, She is filling, She does fill.
<b>Il remplit</b>	He fills, He is filling, He does fill.
<b>Nous remplissons</b>	We fill, We are filling, We do fill.
<b>Vous remplissez</b>	You fill, You are filling, You do fill.
<b>Elles remplissent</b>	They fill, They are filling, They do fill. (feminine)
<b>Ils remplissent</b>	They fill, They are filling, They do fill. (masculine)

#### 3.6.2 Forme Négative :

<b>Je ne remplis pas</b>	I do not fill, I am not filling.
<b>Tu ne remplis pas</b>	you are not filling, You do not fill.
<b>Elle ne remplit pas</b>	She is not filling, She does not fill.
<b>Il ne remplit pas</b>	He is not filling, He does not fill.
<b>Nous remplissons</b>	We are not filling, We do not fill.
<b>Vous ne remplissez pas</b>	You are not filling, You do not fill.
<b>Elles ne remplissent pas</b>	They are not filling, They do not fill. (feminine)
<b>Ils ne remplissent pas</b>	They are not filling, They do not fill. (masculine)

#### 3.6.3 Forme Interrogative :

<b>Est-ce que je remplis ?</b>	Do I fill ?
<b>Est-ce que remplis-tu ?</b>	Do you fill ?
<b>Est-ce que remplit-elle ?</b>	Does she fill ?
<b>Est-ce que remplit-il ?</b>	Does he fill ?
<b>Est-ce que remplissons-nous ?</b>	Do we fill ?
<b>Est-ce que remplissez-vous ?</b>	Do you fill ?
<b>Est-ce que remplissent-elles ?</b>	Do they fill (feminine)
<b>Est-ce que remplissent-ils ?</b>	Do they fill ? (masculine)

### 3.7 VERBE GARANTIR :

The verbe remplir simply means 'to guarantee'.

#### 3.7.1 Forme Affirmative :

<b>Je garantis</b>	I guarantee, I am guaranteeing, I do guarantee.
<b>Tu garantis</b>	You guarantee, you are guaranteeing, You do guarantee.
<b>Elle garantit</b>	she guarantees, She is guaranteeing, She does guarantee.

<b>Il garantit</b>	He guarantees, He is guaranteeing, He does guarantee.
<b>Nous garantissons</b>	We guarantee, We are guaranteeing, We do guarantee.
<b>Vous garantissez</b>	You guarantee, You are guaranteeing, You do guarantee.
<b>Elles garantissent</b>	They guarantee, They are guaranteeing, They do guarantee. (feminine)
<b>Ils garantissent</b>	They guarantee, They are guaranteeing, They do guarantee. (masculine)

**3.7.2 Forme Négative :**

<b>Je ne garantis pas</b>	I do not guarantee, I am not guaranteeing.
<b>Tu ne garantis pas</b>	you are not guaranteeing, You do not guarantee.
<b>Elle ne garantit pas</b>	She is not guaranteeing, She does not guarantee.
<b>Il ne garantit pas</b>	He is not guaranteeing, He does not guarantee.
<b>Nous garantissons</b>	We are not guaranteeing, We do not guarantee.
<b>Vous ne garantissez pas</b>	You are not guaranteeing, You do not guarantee.
<b>Elles ne garantissent pas</b>	They are not guaranteeing, They do not guarantee. (feminine)
<b>Ils ne garantissent pas</b>	They are not guaranteeing, They do not guarantee. (masculine)

**3.7.3 Forme Interrogative :**

<b>Est-ce que je garantis ?</b>	Do I guarantee ?
<b>Est-ce que garantis-tu ?</b>	Do you guarantee ?
<b>Est-ce que garantit-elle ?</b>	Does she guarantee ?
<b>Est-ce que garantit-il ?</b>	Does he guarantee ?
<b>Est-ce que garantissons-nous ?</b>	Do we guarantee ?
<b>Est-ce que garantissez-vous ?</b>	Do you guarantee ?
<b>Est-ce que garantissent-elles ?</b>	Do they guarantee (feminine)
<b>Est-ce que garantissent-ils ?</b>	Do they guarantee ? (masculine)

**☐ Check Your Progress – 2 :**

1. Écrivez le verbe finir au affirmative.
2. Écrivez au pluriel :
 

(a) Je choisis	(b) Tu ne réussis pas
(c) Elle choisit	(d) Je remplis
(e) Tu garantis	(f) Tu remplis
(g) Il garantit	



**3.8 TIME EXPRESSIONS :****Second Group of Verbs**

<b>L'heure(f)</b>	The hour
<b>Le temps</b>	The time
<b>L'horloge(f)</b>	The wall clock
<b>La pendule</b>	The wall clock
<b>La montre</b>	The wrist watch
<b>Le réveil</b>	The alarm clock
<b>Le cadran</b>	The dial
<b>La chiffre</b>	The number/figure
<b>L'aiguille (f)</b>	The needle (hand of the clock)
<b>Une heure</b>	A hour
<b>Une minute</b>	A minute
<b>Une second</b>	A second
<b>La demie–heure</b>	The half–hour/ half an hour
<b>La demie</b>	The half
<b>Le quart</b>	The quarter
<b>Le quarte d'heure</b>	The quater of an hour
<b>Le midi</b>	The noon
<b>L'après–midi</b>	The afternoon
<b>L'an(m)</b>	The year
<b>I' année (f)</b>	The year
<b>Le mois</b>	The month
<b>La semaine</b>	The week
<b>Le jour (m)</b>	The day
<b>La journée (f)</b>	The day
<b>Le matin (m)</b>	The morning
<b>La matinée (f)</b>	The morning
<b>Le soir (m)</b>	The evening
<b>La soirée (f)</b>	The evening
<b>La nuit</b>	The night
<b>La minuit</b>	The midnight
<b>Hier</b>	Yesterday
<b>Aujourd'hui</b>	Tomorrow
<b>Demain</b>	Tomorrow
<b>Le lendemain</b>	The day after

## French Language

<b>La fin de la semaine</b>	The weekend
<b>Le week-end</b>	The weekend
<b>Après demain</b>	The day after tomorrow
<b>Avant</b>	Before
<b>Pendant</b>	During
<b>Depuis</b>	Since
<b>Déjà</b>	Already
<b>Bientôt</b>	Soon
<b>Récemment</b>	Recently
<b>Tout de suite</b>	Immediately/at once
<b>Souvent</b>	Often
<b>Rarement</b>	Rarely/seldom
<b>De bonne heure</b>	Early
<b>Tard</b>	Late
<b>Combien de</b>	How many/ how much
<b>Presque</b>	Almost
<b>Quand</b>	When
<b>La semaine prochaine</b>	The next week
<b>L'année prochaine</b>	The next year
<b>L'année dernière</b>	The last year
<b>Just avant/après</b>	The before/after
<b>La veille du match</b>	The day before the match
<b>Le lendemain du match</b>	The day after the match
<b>Ça va</b>	It is okay/ fine

### □ Check Your Progress – 3 :

1. Traduisez les mots en français :
 

(a) The hour	(b) The dial
(c) The wall clock	(d) The wristwatch
(e) The quarter	(f) The half
(g) The alarm clock	(h) The time.
  
2. Traduisez en anglais :
 

(a) Dernier	(b) Aujourd'hui
(c) avant	(d) demain
(e) pendant	(f) hier
(g) Déjà	(h) Combien de

3. Répondez :

- (a) Avez-vous une montre ? (do you have a wristwatch ?)
- (b) Combien d'aiguilles-a-t-elle ? (How many needles does it have ?)
- (c) Comment est votre montre ? (how is your wristwatch ?)

**3.9 THE FRENCH EXPRESSION FOR ' WHAT TIME IS IT ?'**

Different expressions used to ask the time :

<b>Il est quelle heure ?</b>	What time is it ?
<b>Quelle heure est-il ?</b>	What time is it ?
<b>Vous avez l'heure</b>	Have you got the time ?
<b>Vous pourriez me donner</b>	Could you tell me the time, please ?
<b>L'heure, s'il te plaît</b>	Could you tell me the time, please ?

There is no word to denote the a.m. or p.m. in French. We have to follow the 24 hours format while denoting the time.

<b>1 : 00 am</b>	Il est une heure
<b>1 : 00 pm</b>	Il est treize heures
<b>2 : 00 am</b>	Il est deux heures
<b>2 : 00 pm</b>	Il est quatorze heures
<b>12 : 00 midnight</b>	Il est minuit
<b>12 : 00 noon</b>	Il est midi
<b>6 : 40 am</b>	Il est six heures et quarante
<b>6 : 40 pm</b>	Il est dix-huit heures et quarante
<b>18 : 40</b>	Il est dix-huit heures et quarante
<b>9 : 50 am</b>	Il est neuf heures et cinquante
<b>9 : 55 am</b>	Il est dix heures moins dix
<b>11 : 30 am</b>	Il est onze heures et demie

<b>Depuis quand ?</b>	Since when ?
<b>Depuis lundi.</b>	Since Monday
<b>Depuis combien de temps habitez-vous ici ?</b>	How long have you been living here ?
<b>Nous sommes ici depuis cinq ans.</b>	We have been here for five years.
<b>Je le connais depuis trois ans.</b>	I have known him for three years.
<b>Je la connais depuis 2010.</b>	I have known her since 2010.
<b>J'ai travaillé pendant trois heures</b>	I have worked here for three hours
<b>J'ai travaillé pendant cinq ans.</b>	I have worked here for five years.
<b>Il y a six ans</b>	Six years ago

## French Language

When reading the time in French, the position of the small hand of the clock is always read first.

### ☐ Check Your Progress – 4 :

- Quelle heure est-il ? (what time is it ?)  
(a) 9 : 05      (b) 10 : 12      (c) 11 : 21      (d) 12 : 30  
(e) 1 : 40      (f) 2 : 45      (g) 2 pm      (h) 3 : 55 pm  
(i) 20 : 13      (j) 6 : 30 pm
- Écrivez en figure (write in figure)  
(a) Il est onze heures et demie.      (b) Il est quatorze heures.  
(c) Il est midi.      (d) Il est deux heures.  
(e) Il est six heures et quarante.      (f) Il est sept heures et moins dix  
(g) Il est une heure.      (h) Il est dix-huit heures et quarante.  
(i) Il est vingt-trois heures et trente-deux.
- Écrivez en toutes lettres :  
(a) 11 : 45 am      (b) 2 : 15 pm      (c) 9 : 30 am      (d) 12 noon  
(e) 12 midnight      (f) 7 : 10 pm      (g) 8 : 40 am

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### 3.10 LET US SUM UP :

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The verbs can be grouped into 3 types. The verbs ending with 'ir' in their infinitive form belong to the second group of verbs and follows the following rule.

Delete 'ir' and add the formula –

For 1<sup>st</sup> person singular – Je : add 'is'.

For 2<sup>nd</sup> person singular – Tu : add 'is'

For 3<sup>rd</sup> person singular – Elle/il : add 'it'

For 1<sup>st</sup> person plural – Nous : add 'issons'

For 2<sup>nd</sup> person plural – Vous : add 'issez'

For 3<sup>rd</sup> person plural – Elles/Ils : add 'issent'

There are various expressions to denote the time in French with the most commonly used one being : Quelle heure est-il ? There is no word to denote the a.m. or p.m. in French. We have to follow the 24 hours format while denoting the time. When reading the time in French, the position of the small hand of the clock is always read first.

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### 3.11 ANSWERS FOR CHECK YOUR PROGRESS :

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#### ☐ Check Your Progress 1 :

- (a) Verbe finir      (b) Verbe grossir  
(c) Verbe remplir      (d) Verbe bondir
- (a) Finissez      (b) Accomplissant  
(c) Saisissent      (d) Bondissent  
(e) Finissent

- |    |                        |                      |
|----|------------------------|----------------------|
| 3. | Je ne finis pas        | Tu ne finis pas      |
|    | Elle ne finit pas      | Il ne finit pas      |
|    | Nous finissons         | Vous ne finissez pas |
|    | Elles ne finissent pas | Ils ne finissent pas |

**☐ Check Your Progress 2 :**

- |    |                       |                            |
|----|-----------------------|----------------------------|
| 1. | Je choisis            | Tu choisis                 |
|    | Elle choisit          | Il choisit                 |
|    | Nous choisissons      | Vous choisissez            |
|    | Elles choisissent     | Ils choisissent            |
| 2. | (a) Nous choisissons  | (b) Vous ne réussissez pas |
|    | (c) Elles choisissent | (d) Nous remplissons       |
|    | (e) Vous garantissez  | (f) Vous remplissez        |
|    | (g) Ils garantissent  |                            |

**☐ Check Your Progress 3 :**

- |    |                           |                            |               |               |
|----|---------------------------|----------------------------|---------------|---------------|
| 1. | (a) L'heure.              | (b) Le cadran              | (c) L'horloge | (d) La montre |
|    | (e) Le quart              | (f) La demie               | (g) Le réveil | (h) Le temps. |
| 2. | (a) Last                  | (b) Today                  | (c) Before    | (d) Tomorrow  |
|    | (e) During                | (f) Yesterday              | (g) Already   |               |
|    | (h) How many/ how much.   |                            |               |               |
| 3. | (a) Oui, j'ai une montre. | (b) Elle a trois aiguilles |               |               |
|    | (c) Le cadran est blanc.  | (d) Ma montre est ronde.   |               |               |

**☐ Check Your Progress 4 :**

- |    |  |                                      |                  |
|----|--|--------------------------------------|------------------|
| 1. | (a) Il est neuf heures cinq              | (b) Il est dix heures douze          |                  |
|    | (c) Il est onze heures vingt et un       | (d) Il est onze heures et demie      |                  |
|    | (e) Il est une heure quarante            | (f) Il est deux heures quarante cinq |                  |
|    | (g) Il est quatorze heures.              |                                      |                  |
|    | (h) Il est quinze heures cinquante-cinq. |                                      |                  |
|    | (i) Il est vingt heures treize           | (j) Il est dix-huit heures et demie  |                  |
| 2. | (a) 11 : 30 am                           | (b) 2 pm                             | (c) 12 : 00 noon |
|    | (d) 2 am                                 | (e) 6 : 40 am                        | (f) 6 : 50 am    |
|    | (g) 1 am                                 | (h) 18 : 40                          | (i) 23 : 32      |
| 3. | (a) Onze heures quarante-cinq            | (b) Quatorze heures quinze.          |                  |
|    | (c) Neuf heures et demie                 | (d) Midi                             |                  |
|    | (e) Minuit                               | (f) Dix-neuf heures dix              |                  |
|    | (g) Huit heures quarante                 |                                      |                  |

3.12 GLOSSARY :

<b>Finir</b>	To finish
<b>Votre</b>	Your
<b>Devoir</b>	Homework
<b>Combien de</b>	How many ? how muvh
<b>Tâche (f)</b>	Task, job
<b>Accomplir</b>	To carry out, fulfil, perform
<b>Garantir</b>	To guarantee
<b>Choisir</b>	To choose
<b>Grossir</b>	To put on weight
<b>Maigrir</b>	To lose weight
<b>Remplir</b>	To fill
<b>Réussir</b>	To succeed
<b>Blanchir</b>	To whiten, to bleach
<b>Grandir</b>	To grow, to grow up
<b>Jaunir</b>	To turn yellow
<b>Rougir</b>	To redden, to blush
<b>L'heure(f)</b>	The hour
<b>Le temps</b>	The time
<b>L'horloge(f)</b>	The wall clock
<b>La pendule</b>	The wall clock
<b>La montre</b>	The wrist watch
<b>Le réveil</b>	The alarm clock
<b>Le cadran</b>	The dial
<b>La chiffre</b>	The number/figure
<b>L'aiguille (f)</b>	The needle (hand of the clock)
<b>Avant</b>	Before
<b>Pendant</b>	During
<b>Depuis</b>	Since
<b>Déjà</b>	Already
<b>Bientôt</b>	Soon
<b>Récemment</b>	Recently
<b>Tont de suite</b>	Immediately/at once
<b>Souvent</b>	Often

**Second Group of Verbs**

<b>Rarement</b>	Rarely/seldom
<b>De bonne heure</b>	Early
<b>Tard</b>	Late
<b>Branche</b>	Branch
<b>Lapin</b>	Rabbit
<b>Bondir</b>	To bounce, to jump
<b>Herbe</b>	Grass
<b>Voleur</b>	Thief
<b>Hier</b>	Yesterday
<b>Aujourd'hui</b>	Tomorrow
<b>Demain</b>	Tomorrow
<b>Le lendemain</b>	The day after
<b>La fin de la semaine</b>	The weekend
<b>La demie</b>	The half
<b>Le quart</b>	The quarter
<b>Le quarte d'heure</b>	The quater of an hour
<b>Le midi</b>	The noon
<b>L'après-midi</b>	The afternoon
<b>Oui</b>	Yes
<b>Non</b>	No
<b>Bochaine</b>	Next
<b>Connais (verbe connaître)</b>	To know
<b>Leur</b>	Their
<b>Travaille</b>	Work
<b>Fiches</b>	Cards
<b>Stylo</b>	Pen
<b>Ce</b>	This (m)
<b>Cette</b>	This (f)

**3.13 ASSIGNMENT :**

1. Completez :

- (a) Je \_\_\_\_\_ (finir)      (b) Nous \_\_\_\_\_ (finir)  
(c) Ils \_\_\_\_\_ (remplir)      (d) Tu \_\_\_\_\_ (bondir)  
(e) Elle \_\_\_\_\_ (grossir)      (f) Vous \_\_\_\_\_ (garantir)  
(g) Nous \_\_\_\_\_ (réussir)      (h) Ils \_\_\_\_\_ (choisir)

## French Language

- (i) Je \_\_\_\_\_ (maigrir)      (j) Il \_\_\_\_\_ (blanchir)  
(k) Tu \_\_\_\_\_ (rougir)      (l) Nous \_\_\_\_\_ (grandir)  
(m) Vous \_\_\_\_\_ (finir)      (n) Elles \_\_\_\_\_ (garantir)
2. Écrivez au singulier :
- (a) Nous remplissions      (b) Elles finissent  
(c) Vous choisissez      (d) Ils grandissent  
(e) Nous finissions      (f) Vous garantissez
3. Choisissez la bonne réponse :
- (a) Finish  
(i) Finir      (ii) Grossir  
(b) Choose  
(c) Gurantee  
(i) Garantir      (ii) garantir  
(d) Succeed  
(i) Grossir      (ii) réussir  
(e) To fill  
(i) Remplir      (ii) Finir
4. Conjuguez les verbes entre la parenthèse :
- (a) Tu \_\_\_\_\_ le travail. (finir)  
(b) Nous \_\_\_\_\_ ce stylo. (choisir)  
(c) Elles \_\_\_\_\_ les fiches. (remplir)  
(d) \_\_\_\_\_ vous votre devoir ? (finir)

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### 3.14 ACTIVITY :

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Try to make 10 sentences with the all the new words that you have learnt in French up until now. Include 5 more sentences in which you denote the time in French.

Have a group discussion with your freinds in French with the help of all the owrds you have learnt.

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### 3.15 CASE STUDY :

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1. Traduisez en anglais :
- (a) Le chiffre      (b) La minuit      (c) La demie  
(d) Le quart      (e) L'horloge      (f) La montre  
(g) Grossir      (h) Réussir      (i) Le réveil  
(j) Heir      (k) Aujourd'hui      (l) Avant  
(m) Pendant



2. Quelle heure est-il ?

- (a) 2 : 00 pm    (b) 7 : 15 am    (c) 8 : 30 pm    (d) 9 : 45 am  
(e) 10 :00 pm    (f) 12 : 00 noon    (g) 5 : 15 pm    (h) 1 :00 am

**Second Group of Verbs**

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**3.16 FURTHER READING :**

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L'interprète Larousse by Richard Silvestri.

Cours de langue et de Civilisation française (bleu) by G. Mauger.



**UNIT STRUCTURE**

- 4.0 Learning Objectives
- 4.1 Introduction
- 4.2 L'adjectif Démonstrative
  - 4.2.1 How to Distinguish Between 'This' and 'That' ?
  - 4.2.2 Important Points to Remember Regarding the Demonstrative Adjectives
- 4.3 The Weather
  - 4.3.1 0000
  - 4.3.2 The Expression 'Quel Temps Fait-il ?'
  - 4.3.3 One Can Also Make Sentences of The Type
- 4.4 L'adjectif Possessif
- 4.5 Miscellaneous Examples
- 4.6 Let us Sum Up
- 4.7 Answers for Check Your Progress
- 4.8 Glossary
- 4.9 Assignment
- 4.10 Activities
- 4.11 Case Study
- 4.12 Further Reading

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**4.0 LEARNING OBJECTIVES :**

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- Demonstrative adjectives.
- The weather (le temps, la météorologique)
- Possessive adjectives.

---

**4.1 INTRODUCTION :**

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In this unit you will learn about two kinds of adjectives which are : demonstrative and possessive. You will also learn how to express the weather in French.

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**4.2 L'ADJECTIF DÉMONSTRATIVE :**

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Both 'this' and 'there' are expressed by :

Ce – (this/that) It is used before a masculine singular word.

**Examples :** Ce garçon – this /that boy.

Ce livre – this/that book.

**Cette** – (this/that) It is used before a feminine singular word.

**Examples :** Cette fille – this/that girl.

Cette maison – this/that house.

Cette femme – this/that woman.

But 'these' and 'those' are expressed by 'ces'

**Ces** – (these/those) It is used before masculine/feminine plural.

**Examples :** Ces garçons – these/those boys.

Ces ami – these/those friends.

Ces filles – these/ those girls.

#### **4.2.1 How to Distinguish Between 'This' and 'That' ?**

If a distinction needs to be made between 'this' and 'that' or 'these' or 'those', we can add '-ci' (from ici, here) and '-là' (there) to the noun and club those together with the help of the hyphen.

**Examples :** Ce train – ci – This train.

Ce train – là – That train.

1. This train is slow – Ce train est lentement.
2. That station is not important – Cette gare n'est pas importante.
3. That car is very expensive – Cette voiture est très cher.
4. This ticket office is closed. Ce guichet est fermé.
5. That lift is full. – Cet ascenseur est plein.
6. These compartments are occupied – Ces compartiments sont occupés.
7. This train is fast – Ce train est rapide.
8. Those tickets are valid – Ces billets sont valides.

#### **4.2.2 Important Points to Remember Regarding the Demonstrative Adjectives :**

- The demonstrative adjective must be repeated before each substantive.

**Example :**

Ce jardin et cette maison sont à moi.

This (that) garden and this (or that ) house are mine.

- When it is necessary to preserve the distinction between 'this' and 'that', 'ci' (from ici, here) and là (there) are added to the substantive and clubbed together with a hyphen.

**Example :**

Cette rue ci ou cette rue– là.

This street or that street.

#### **☐ Check Your Progress – 1 :**

1. Completez avec ce, cet, cette, ces.
  - (a) \_\_\_\_\_ fille est indienne.
  - (b) \_\_\_\_\_ Pain est bon.
  - (c) Je déteste \_\_\_\_\_ voiture.

## French Language

- (d) Il adore \_\_\_\_\_ fleurs.  
(e) \_\_\_\_\_ hôtel est grand.  
(f) \_\_\_\_\_ messieurs habitent à Paris.  
(g) je préfère \_\_\_\_\_ tomates.  
(h) Elle aime \_\_\_\_\_ robe.  
(i) Je prends \_\_\_\_\_ foulard et \_\_\_\_\_ écharpe.  
(j) Il y a bon film à la tête \_\_\_\_\_ soir.
2. Mettez les adjectifs démonstratifs : ce, cet, cette, ou ces.
- (a) \_\_\_\_\_ livre est vert.  
(b) \_\_\_\_\_ horloge est grande.  
(c) \_\_\_\_\_ serviette pèse 10 kilos.  
(d) \_\_\_\_\_ enfant a 10 ans.  
(e) \_\_\_\_\_ mur a cinq mètres de hauteur.  
(f) \_\_\_\_\_ femme est mince.  
(g) \_\_\_\_\_ arbre a des fruits.  
(h) \_\_\_\_\_ homme a 40 ans.
3. Traduisez les mots en anglais :
- (a) Train            (b) Slow            (c) Station            (d) Important  
(e) Car            (f) Expensive            (g) Ticket            (h) Office  
(i) Closed            (j) Seat            (k) Reserve            (l) Lift  
(m) Full            (n) Compartment (o) Occupied

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### 4.3 THE WEATHER :

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In every discussion about the weather , we generally find the verb ' faire' (to do) and not the verb 'être'. The usual pattern is to use impersonally the 3rd person of the verb together with adescriptive adjective.

#### 4.3.1 00 :

Il fait beau	It is fine, the weather is fine
Il fait mauvais	It is bad, the weather is bad
Il fait froid	It is cold
Il fait–frais	It is cool
Il fait un temps merveilleux	The weather is marvellous
Il fait doux	It is mild
Il fait lourd	It is heavy
Il fait sombre	It is dark/dull
Il fait duvent	It is windy
Il fait du soleil	It is sunny
Il fait du brouillard	It is foggy

## Demonstrative Adjectives

Il fait jour	It is daylight
Il fait nuit	It is dark (night time)
Il fait claire du lume	There is moon light
Il pleut	It is raining
Il neige	It is snowing
Il gèle	It is freezing
Quel mauvais temps	What wretched weather
La chaleur est aecablante	The weather is sultry
Il y a beaucoup de vent	It is very windy

### □ Check Your Progress – 1 :

1. Choisissez la bonne réponse :

- (a) Il fait \_\_\_\_\_.  
(i) Beau (ii) Belle
- (b) Il fait \_\_\_\_\_.  
(i) Bon (ii) Mauvais
- (c) Il fait \_\_\_\_\_.  
(i) Belle (ii) Froid
- (d) Il fait \_\_\_\_\_.  
(i) Du soleil (ii) Du ciel
- (e) Il fait \_\_\_\_\_.  
(i) Sombre (ii) Lourd

2. Traduisez en anglais :

- (a) Il fait mauvais (b) Il fait froid  
(c) Il fait du vent (d) Le temos est beau  
(e) Il fera froid demain.

3. Traduisez en français :

- (a) The weather is bad (b) It is snowing  
(c) It is raining (d) It is foggy  
(e) It is cold (f) It is daylight

### 4.3.2 The Expression 'Quel Temps Fait-il ?'

This expression simply means 'what is the weather like ?' It is ofcourse possible to make use of this pattern in any tense.

Il fera froid demain – It will be cold tomorrow.

Il faisait froid hier – It was cold yesterday.

Il fait froid en Swisse. – It is cold in Switzerland.

### 4.3.3 One Can Also Make Sentences of The Type :

Le temps est beau : The weather is fine.

Le temps est mauvais : The weather is bad.

Il fait des éclairs : it is lightning.

Cette chambre est très froide : This room is very cold.

Le soleil brille aujourd'hui : The sun is shining today.

**4.4 L'ADJECTIF POSSESSIF :**

The English possessive adjectives : my, thy, his, its, our, your, their are rendered in French by :

<b>The adjectives</b>	<b>Masculin et singulier</b>	<b>Féminin et singulier</b>	<b>(Masculine/ féminin) et pluriel</b>
<b>My</b>	Mon	Ma	Mes
<b>Your (familiar)</b>	Ton	Ta	Tes
<b>His</b>	Son	Sa	ses
<b>Her</b>	Son	Sa	ses
<b>Its</b>	Son	Sa	ses
<b>Our</b>	Notre	Notre	Nos
<b>Your</b>	Votre	Votre	Vos
<b>Their</b>	Leur	Leur	leurs

These adjectives agree with the thing possessed, not with the possessor.

<b>Ma femme</b>	My wife
<b>Son mari</b>	Her husband
<b>Votre chambre</b>	your bedroom
<b>Sa femme</b>	His wife
<b>Son frère</b>	His/her brother
<b>Sa sœur</b>	His/her sister
<b>Leur maison</b>	Their house
<b>Leurs maisons</b>	Their houses
<b>Vos parents</b>	Your parents.

If a feminine noun begins with a vowel or h, we use the masculine form of that adjective along with it.

Instead of using ma, ta, sa, we use mon, ton, son.

**Examples :**

She is my sister : Elle est ma sœur.

He is my friend : il est mon ami.

She loves her children : elle aime ses enfants.

My mother is in her kitchen : ma mère est dans sa cuisine.

**Check Your Progress – 3 :**

1. Complétez avec mon, ma, ton, tes (possessive adjectives)
  - (a) Nous aimons \_\_\_\_\_ ami.

- (b) Tu finis \_\_\_\_\_ devoir.
- (c) Vous rentrez chez \_\_\_\_\_ parents.
- (d) Ils montrent \_\_\_\_\_ voiture.
- (e) Je joue avec \_\_\_\_\_ Chien.
- (f) Elle regarde \_\_\_\_\_ enfant.
- (g) Ma sœur téléphone à \_\_\_\_\_ amie.
- (h) Il prépare \_\_\_\_\_ cartable.

2. Choisissez la bonne réponse :

- (a) My sister
  - (i) Ma sœur
  - (ii) Mon sœur
- (b) His brother
  - (i) Sa frère
  - (ii) Son frère
- (c) Our friend
  - (i) Notre ami
  - (ii) Nos ami
- (d) Your cousin
  - (i) Votre cousin
  - (ii) Vos cousin
- (e) Their class
  - (i) Leur classe
  - (ii) Leurs classes
- (f) Our friends
  - (i) Notre amis
  - (ii) Nos amis
- (g) His sister
  - (i) Sa sœur
  - (ii) Son sœur
- (h) Their houses
  - (i) Leurs maisons
  - (ii) Leur maison
- (i) Her children
  - (i) Son enfant
  - (ii) Ses enfants
- (j) Your parents
  - (i) Vos parents
  - (ii) Votre parents

**4.5 MISCELLANEOUS EXAMPLES :**

She loves her children	<b>Elle aime ses enfants</b>
I love my parents	<b>J'aime mes parents</b>
I love my brother	<b>J'aime mon frère</b>
We are in our class	<b>Nous sommes dans notre classe</b>
They are in their garden	<b>Ils sont dans leur jardin</b>
He is my brother	<b>C'est mon frère</b>
She is my sister	<b>Elle est ma soeur</b>
My mother is in the kitchen	<b>Ma mère est dans la cuisine</b>
Our house is not big	<b>Notre maison n'est pas grande</b>

She is our cousin	<b>Elle est notre cousine</b>
My father is a professor	<b>Mon père est professeur</b>
Her mother is an advocate	<b>Sa mère est une avocate</b>
His sister is a journalist	<b>Sa sœur est journaliste</b>
My friend is an actor	<b>Mon ami est un acteur</b>
We are going to cinema with our friends	<b>Nous allons au cinéma avec nos amis.</b>

**☐ Check Your Progress – 4 :**

1. Traduisez en anglais :
  - (a) Elle aime ses enfants.      (b) Elle est ma sœur.
  - (c) Mon ami est un acteur      (d) Nous sommes dans notre classe.
  - (e) Sa sœur est une avocate.      (f) Notre maison n'est pas grande.
2. Traduisez les mots en français :
  - (a) Child      (b) Garden
  - (c) Advocate      (d) Journalist
  - (e) Cinema      (f) Kitchen
  - (g) Parents      (h) Friends
3. Changez l'adjectif possessif :
  - (a) Mon nez est pointu.      (b) Ma bouche est petite.
  - (c) Mes dents sont blanches.      (d) Mes yeux sont grands
  - (e) Mon oreille est large.

**4.6 LET US SUM UP :**

Both 'this' and 'there' are expressed by : ce (masculine and singular) ; cette (feminine and singular); ces (masculine/feminine plural). The demonstrative adjective must be repeated before each substantive.

In every discussion about the weather , we generally find the verb ' faire' (to do) and not the verb 'être'. The usual pattern is to use impersonally the 3rd person of the verb together with adescriptive adjective.

These adjectives agree with the thing possessed, not with the possessor.

If a feminine noun begins with a vowel or h, we use the masculine form of that adjective along with it.

Instead of using ma, ta, sa, we use mon, ton, son.

**4.7 ANSWERS FOR CHECK YOUR PROGRESS :**

**☐ Check Your Progress 1 :**

1. (a) Cette      (b) Ce      (c) Cette      (d) Ces  
 (e) Cet      (f) Ces      (g) Ces      (h) Cette  
 (i) Ce, cette      (j) Ce
2. (a) Ce      (b) Cet      (c) Cette      (d) Cet  
 (e) Ce      (f) Cette      (g) Cet      (h) Cet



**Demonstrative  
Adjectives**

3. (a) Train (b) lent (c) gare (d) Important  
 (e) voiture (f) Cher (g) Billet (h) Bureau  
 (i) Fermé (j) Place (k) réserve (l) Ascenseur  
 (m) Plein (n) Compartiment (o) Occupé

☐ **Check Your Progress 2 :**

1. (a) (i) (b) (ii) (c) (ii)  
 (d) (i) (e) (i)
2. (a) The weather is bad (b) It's cold  
 (c) It's windy (d) The time is beautiful  
 (e) It will be cold tomorrow.
3. (a) Il fait mauvais (b) Il neige  
 (c) Il pleut (d) Il fait du brouillard  
 (e) Il fait froid (f) Il fait jour

☐ **Check Your Progress 3 :**

1. (a) Notre (b) Ton (c) Vos (d) Leur  
 (e) Mon (f) Son (g) Mon (h) Sa
2. (a) (i) (b) (ii) (c) (i) (d) (i)  
 (e) (i) (f) (ii) (g) (i) (h) (i)  
 (i) (ii) (j) (i)

☐ **Check Your Progress 4 :**

1. (a) She loves her children. (b) She is my sister.  
 (c) My friend is an actor (d) We are in our classroom.  
 (e) Her sister is a lawyer. (f) Our house is not big.
2. (a) Enfant (b) Jardin (c) Avocat (d) Journaliste  
 (e) Cinéma (f) Cuisine (g) Parents (h) Amis
3. (a) Ton nez est pointu (b) Ta bouche est petite  
 (c) Tes dents sont blanches (d) Ton oreille est large

**4.8 GLOSSARY :**

<b>Ce train-ci</b>	This train
<b>Ce train-là</b>	That train
<b>lent</b>	Slow
<b>Cher</b>	Expensive
<b>place</b>	Seat
<b>réserve</b>	Reserve
<b>Ascenseur</b>	Lift
<b>Plein</b>	Full
<b>Compartiment</b>	Compartment

**French Language**

<b>vite</b>	Fast
<b>Billet</b>	Ticket
<b>Valable</b>	Valid
<b>Moi</b>	Mine
<b>Rue</b>	Street
<b>Beau</b>	Fine
<b>Mauvais</b>	Bad
<b>Froid</b>	Cold
<b>Frais</b>	Cool
<b>Merveilleux</b>	Marvellous
<b>Temps</b>	Time
<b>Doux</b>	Mild
<b>Lourd</b>	Close
<b>Sombre</b>	Dark/dull
<b>Vent</b>	Wind
<b>Soleil</b>	Sun
<b>Briller</b>	To Shine
<b>Brouillard</b>	Fog
<b>Claire du lune</b>	Moonlight
<b>Pleur</b>	Rain
<b>Gelé</b>	Freezing
<b>Chaleur</b>	Weather
<b>Swisse</b>	Switzerland
<b>Chambre</b>	Room/bedroom
<b>la chambre à coucher</b>	Bedroom
<b>Avocat</b>	Advocate
<b>Journaliste</b>	Journalist
<b>Acteur</b>	Actor
<b>Cinema</b>	Cinema
<b>Actrice</b>	Actor
<b>Éclair</b>	Lightning
<b>Humidité</b>	humidity
<b>Brille</b>	shines

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## 4.9 ASSIGNMENT :

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## Demonstrative Adjectives

1. Mettez l'adjectif démonstratif :
  - (a) Qui est \_\_\_\_\_ grand garçon.
  - (b) Qui est \_\_\_\_\_ jolie demoiselle ?
  - (c) \_\_\_\_\_ enfant est méchant.
  - (d) \_\_\_\_\_ hommes sont bons.
  - (e) \_\_\_\_\_ femmes sont belles.
  - (f) Donnez-moi \_\_\_\_\_ jolie cravate.
  - (g) Regardez \_\_\_\_\_ petit enfant.
  - (h) \_\_\_\_\_ arbre est vieux.
  - (i) \_\_\_\_\_ gants sont neufs.
  - (j) Qui parle à \_\_\_\_\_ jeune femme ?
  - (k) Je n'aime pas \_\_\_\_\_ longues histoires.
  - (l) \_\_\_\_\_ homme n'est pas content.
  
2. Choisissez la bonne réponse :
  - (a) \_\_\_\_\_ enfant a 8 ans.  
(i) Cette                      (ii) Ce                      (iii) cet
  - (b) \_\_\_\_\_ femme est mince.  
(i) Cette                      (ii) Ce                      (iii) ces
  - (c) \_\_\_\_\_ mur à quatre metres.  
(i) Cet                      (ii) Ce                      (iii) cette
  - (d) \_\_\_\_\_ horloge est grande  
(i) Ce                      (ii) Cette                      (iii) cet
  - (e) \_\_\_\_\_ homme a 34 ans.  
(i) Cet                      (ii) Ce                      (iii) Cette
  
3. Choisissez la bonne réponse :
  - (a) Doux  
(i) Close                      (ii) mild
  - (b) Lourd  
(i) Close                      (ii) cool
  - (c) Mauvais  
(i) Good                      (ii) bad
  - (d) Du soleil  
(i) Moonlight                      (ii) sunny
  - (e) froid  
(i) cold                      (ii) warm
  - (f) Éclairs  
(i) Cloudy                      (ii) lightning

- (g) Du lune  
(i) Moonlight                      (ii) sunlight  
(h) Hier  
(i) Today                              (ii) Yesterday

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**4.10 ACTIVITY :**

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Make 10 sentences with the help of the demonstrative and the possessive adjectives.

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**4.11 CASE STUDY :**

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1. Mettez l'adjectif possessif :
  - (a) Le professeur parle à \_\_\_\_\_ étudiants.
  - (b) Tu montres \_\_\_\_\_ classe.
  - (c) Il regarde avec \_\_\_\_\_ yeux.
  - (d) Nous ecoutons \_\_\_\_\_ professeur.
  - (e) Elles marchent avec \_\_\_\_\_ jambes.
  - (f) Vous êtes dans \_\_\_\_\_ classe.
2. Écrivez un adjectif possessif devant :
  - (a) \_\_\_\_\_ enfant                      (b) \_\_\_\_\_ sœur
  - (c) \_\_\_\_\_ classe                      (d) \_\_\_\_\_ jardin
  - (e) \_\_\_\_\_ frère                      (f) \_\_\_\_\_ ami
  - (g) \_\_\_\_\_ amis                      (h) \_\_\_\_\_ acteur
  - (i) \_\_\_\_\_ père                      (j) \_\_\_\_\_ mère
  - (k) \_\_\_\_\_ professeurs                      (l) \_\_\_\_\_ maison
  - (m) \_\_\_\_\_ cuisine                      (n) \_\_\_\_\_ chambre
  - (o) \_\_\_\_\_ salon                      (p) \_\_\_\_\_ maisons
  - (q) \_\_\_\_\_ téléphone.
3. Choisissez la bonne réponse :
  - (a) His mother  
(i) Son mère                      (ii) Sa mère
  - (b) My house  
(i) Ma maison                      (ii) Mon maison
  - (c) Their garden  
(i) Leurs jardins                      (ii) Leur jardin
  - (d) My car  
(i) Mon voiture                      (ii) Ma voiture
  - (e) Her friend  
(i) Sa ami                      (ii) Son ami
  - (f) Your friends  
(i) Votre amis                      (ii) Vos amis

**Demonstrative  
Adjectives**

- (g) Her mother  
(i) Son mère (ii) Sa mère
- (h) His sister  
(i) Sa cœur (ii) Son sœur
- (i) My father  
(i) Mes père (ii) Mon père
- (j) Your uncle  
(i) Votre oncle (ii) Notre oncle
- (k) Her husband  
(i) Sa mari (ii) Son mari
- (l) My aunt  
(i) Ma tante (ii) Mon tante
- (m) His cousin  
(i) Sa cousin (ii) Son cousin
- (n) My students  
(i) Mon étudiants (ii) Mes étudiants
- (o) My student  
(i) Mon étudiant (ii) Mon étudiants
- (p) My niece  
(i) Mon nièce (ii) Ma nièce

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**4.12 FURTHER READING :**

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L'interprète Larousse by Richard Silvestri.

Cous de langue et de Civilisation française (bleu) by G. Mauger.



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**BLOCK SUMMARY :**

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You have learnt about how to express "il y a", the most common prepositions with their expressions. You have learnt about the first group of verbs, the regular and the irregular group of verbs with the formula to find their equivalent form. You have learnt about the different expression to express the time or the weather.

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**BLOCK ASSIGNMENT :**

---

**SET I**

1. Mettez la couleur :
  - a. Le tableau est \_\_\_\_\_.
  - b. La craie est \_\_\_\_\_.
  - c. Le ciel est \_\_\_\_\_.
  - d. L'arbre \_\_\_\_\_.
  - e. Les craies sont \_\_\_\_\_.
2. Choisissez la bonne réponse :
  - a. Au musée
  - b. At the museum
  - c. In the museum
  - d. Sur la table
  - e. Under the table.
  - f. On the table
  - g. Après le petit déjeuner.
  - h. After the breakfast
  - i. Before the breakfast
3. Conjuguez les verbes entre la parenthèse :
  - a. Tu \_\_\_\_\_ le travail. (finir)
  - b. Nous \_\_\_\_\_ ce stylo. (choisir)
  - c. Elles \_\_\_\_\_ les fiches. (remplir)
  - d. \_\_\_\_\_ -vous votre devoir ? (finir)
4. Mettez à toutes (all) les personnes.
  - a. Je ne parle pas.
  - b. Je regarde le professeur
  - c. J'écoute la leçon.
5. Find the odd one out
  - a. livre, cahier, oiseau, crayon, stylo
  - b. eau, café, thé, chaise, lait.
  - c. papier, gomme, taille- crayon, fromage, règle
  - d. pantalon, chaussettes, ordinateur, chemise, manteau.
  - e. père, mère, frère, fils, professeur.
6. Mettez l'adjectif possessif :
  - a. Le professeur parle à \_\_\_\_\_ étudiants.
  - b. Tu montres \_\_\_\_\_ classe.

- c. Il regarde avec \_\_\_\_\_ yeux.  
 d. Nous écoutons \_\_\_\_\_ professeur.  
 e. Elles marchent avec \_\_\_\_\_ jambes.  
 f. Vous êtes dans \_\_\_\_\_ classe.
7. Écrivez un adjectif possessif devant :
- a. \_\_\_\_\_ enfant                      b. \_\_\_\_\_ sœur  
 c. \_\_\_\_\_ classe                        d. \_\_\_\_\_ jardin  
 e. \_\_\_\_\_ frère
8. Completez avec ce, cet, cette, ces.
- a. \_\_\_\_\_ fille est indienne.      b. \_\_\_\_\_ Pain est bon.  
 c. Je déteste \_\_\_\_\_ voiture.      d. Il adore \_\_\_\_\_ fleurs.  
 e. \_\_\_\_\_ hôtel est grand.
9. Écrivez au pluriel :
- a. Je choisis                                      b. Tu ne réussis pas  
 c. Elle choisit                                    d. Je remplis  
 e. Tu garantis
10. Traduisez les mots en français :
- a. The hour                                        b. The dial  
 c. The wallclock                                d. The wristwatch  
 e. The quarter

## SET II

1. Écrivez le verbe balayer au la négative.  
 2. Écrivez le verbe peler au l'interrogative.  
 3. Trouvez l'intrus :  
 Find the odd one out  
 (a) livre, cahier, oiseau, crayon, stylo  
 (b) eau, café, thé, chaise, lait.  
 (c) papier, gomme, taille- crayon, fromage, règle  
 (d) pantalon, chaussettes, ordinateur, chemise, manteau.  
 (e) père, mère, frère, fils, professeur.

# **FRENCH LANGUAGE**



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## **ROLE OF SELF INSTRUCTIONAL MATERIAL IN DISTANCE LEARNING**

The need to plan effective instruction is imperative for a successful distance teaching repertoire. This is due to the fact that the instructional designer, the tutor, the author (s) and the student are often separated by distance and may never meet in person. This is an increasingly common scenario in distance education instruction. As much as possible, teaching by distance should stimulate the student's intellectual involvement and contain all the necessary learning instructional activities that are capable of guiding the student through the course objectives. Therefore, the course / self-instructional material are completely equipped with everything that the syllabus prescribes.

To ensure effective instruction, a number of instructional design ideas are used and these help students to acquire knowledge, intellectual skills, motor skills and necessary attitudinal changes. In this respect, students' assessment and course evaluation are incorporated in the text.

The nature of instructional activities used in distance education self- instructional materials depends on the domain of learning that they reinforce in the text, that is, the cognitive, psychomotor and affective. These are further interpreted in the acquisition of knowledge, intellectual skills and motor skills. Students may be encouraged to gain, apply and communicate (orally or in writing) the knowledge acquired. Intellectual- skills objectives may be met by designing instructions that make use of students' prior knowledge and experiences in the discourse as the foundation on which newly acquired knowledge is built.

The provision of exercises in the form of assignments, projects and tutorial feedback is necessary. Instructional activities that teach motor skills need to be graphically demonstrated and the correct practices provided during tutorials. Instructional activities for inculcating change in attitude and behavior should create interest and demonstrate need and benefits gained by adopting the required change. Information on the adoption and procedures for practice of new attitudes may then be introduced.

Teaching and learning at a distance eliminates interactive communication cues, such as pauses, intonation and gestures, associated with the face-to-face method of teaching. This is

particularly so with the exclusive use of print media. Instructional activities built into the instructional repertoire provide this missing interaction between the student and the teacher. Therefore, the use of instructional activities to affect better distance teaching is not optional, but mandatory.

Our team of successful writers and authors has tried to reduce this.

Divide and to bring this Self Instructional Material as the best teaching and communication tool. Instructional activities are varied in order to assess the different facets of the domains of learning.

Distance education teaching repertoire involves extensive use of self- instructional materials, be they print or otherwise. These materials are designed to achieve certain pre-determined learning outcomes, namely goals and objectives that are contained in an instructional plan. Since the teaching process is affected over a distance, there is need to ensure that students actively participate in their learning by performing specific tasks that help them to understand the relevant concepts. Therefore, a set of exercises is built into the teaching repertoire in order to link what students and tutors do in the framework of the course outline. These could be in the form of students' assignments, a research project or a science practical exercise. Examples of instructional activities in distance education are too numerous to list. Instructional activities, when used in this context, help to motivate students, guide and measure students' performance (continuous assessment)

## **PREFACE**

We have put in lots of hard work to make this book as user-friendly as possible, but we have not sacrificed quality. Experts were involved in preparing the materials. However, concepts are explained in easy language for you. We have included many tables and examples for easy understanding.

We sincerely hope this book will help you in every way you expect. All the best for your studies from our team!

# FRENCH LANGUAGE

## Contents

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### BLOCK 4 : TENSE, IRREGULAR VERBS

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#### Unit 1 Tense

Introduction, Imparfait – Past Tense, Verbe Avoir (Imparfait), Verbe être (Verb to Be), Verbe avoir (Verb to Have), Verbe faire (Verb to Do), Imparfait De Commence (to Begin), Imparfait De Manger (to Eat), Traduction, Passé Composé : (Perfect Tense) Le Parfait, Verbe Donner (to Give), The Past Participles of Regular Verbs, Le Future Tense, Verbe Parler

#### Unit 2 Irregular Verbs

Introduction, Third Group of Verbs : Présent, Imparfait, Futur, Passé Composé, Verbe écrire : Présent, Imparfait, Futur, Passé Composé, Verbe Dire : Présent, Imparfait, Futur, Passé Composé, Verbe Lire : Présent, Imparfait, Futur, Passé composé, Verbe Prendre : Présent, Imparfait, Futur, Passé Composé, Verbe Voir : Présent, Imparfait, Futur, Passé Composé, Verbe Boire : Présent, Imparfait, Futur, Passé Composé, Modal Verbs, Verbe Pouvoir : Présent, Futur, Passé Composé, Imparfait, Verbe Vouloir : Présent, Futur, Passé Composé, Imparfait, Verbe Savoir : Présent, Futur, Passé Composé, Imparfait, Verbe Devoir : Présent, Futur, Passé Composé, Imparfait

#### Unit 3 Common Questionnaire

Introduction, Common Questionnaire, Useful Classroom Expressions, Personal Questions, Miscellaneous Conversations in an Airport, Conversations During Travelling

#### Unit 4 Dictation, Question Paper

Introduction, Dictation, Question Papers, Trouvez la bonne réponse, Mettez au négative, Mettez la forme correcte de l'adjectif possessif, Mettez la forme correcte du verbe, Mettez les verbes suivants à l'imparfait, Remplacez la tiret par le passé composé, Traduisez en français, Mettez l'adjectif démonstratif convenable ce, cet, cette, ou ces, Mettez la couleur, Choisissez la bonne réponse, Écrivez les cardinaux, Écrivez les ordinaux, Écrivez l'heure, Écrivez le verbe aller au passé composé, Écrivez le verbe manger au imparfait, Traduisez en anglais, Répondez les questions, Mettez au féminin, Mettez au pluriel, Mettez l'adjectif à la forme convenable, Remettez en ordre les mots des phrases, Répondez aux questions, Complétez avec le verbe voir, Trouvez l'intrus (find the odd), Complete these sentences



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## ***French Language***

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### **BLOCK 4 : TENSE, IRREGULAR VERBS**

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UNIT 1 TENSE

UNIT 2 IRREGULAR VERBS

UNIT 3 COMMON QUESTIONNAIRE

UNIT 4 DICTATION, QUESTION PAPER

# **TENSE, IRREGULAR VERBS**

## **Block Introduction :**

In this block you will learn about three different types of tenses, formation of the verb from the root verb in accordance with the tense required, you will also learn about various French expressions and their translations so that you can implement those in your daily conversations, you will also learn about the verbs ending with 're' and 'oir' which is the third group of the verb in French, you will also learn Modal verbs (four important modal verbs). You will be made aware of some common questionnaire in French and how to answer those in French. You will be given a first-hand experience on how to converse in a class in French language and you will be given a diction and how to answer questions from the passage.

## **Block Objectives :**

**After Learning this block, you will be able to understand :**

- Past tense (Imparfait)
- Perfect tense (passé compose)
- Future (futrer)
- Third group of verbs : verbe with 're' and 'oir'.
- The forms of the verbs falling under the third group
- Common questionnaire
- Revision
- Communication
- Dictée-dictation.
- Question papers

## **Block Structure :**

**Unit 1 : Tense**

**Unit 2 : Irregular Verbs**

**Unit 3 : Common Questionnaire**

**Unit 4 : Dictation, Question Paper**

**UNIT STRUCTURE**

- 1.0 Learning Objectives
- 1.1 Introduction
- 1.2 Imparfait – Past Tense
- 1.3 Verbe Avoir (Imparfait)
  - 1.3.1 Verbe être (Verb to Be)
  - 1.3.2 Verbe avoir (Verb to Have)
  - 1.3.3 Verbe faire (Verb to Do)
- 1.4 Imparfait De Commence (to Begin)
- 1.5 Imparfait De Manger (to Eat)
- 1.6 Traduction
- 1.7 Passé Composé: (Perfect Tense) Le Parfait
  - 1.7.1 Verbe Donner (to Give)
  - 1.7.2 The Past Participles of Regular Verbs
- 1.8 Le Future Tense
  - 1.8.1 Verbe Parler
- 1.9 Let us Sum Up
- 1.10 Answers for Check Your Progress
- 1.11 Glossary
- 1.12 Assignment
- 1.13 Activities
- 1.14 Case Study
- 1.15 Further Reading

**1.0 LEARNING OBJECTIVES :**

- Past tense (Imparfait)
- Perfect tense (passé compose)
- Future (futrer)

**1.1 INTRODUCTION :**

In this unit you will learn about the three different types of tenses : formation of the verb from the root verb in accordance with the tense required, you will also learn about various French expressions and translation.

**1.2 IMPARFAIT – PAST TENSE :**

Steps to follow to convert the required verb into its past tense equivalent form :



## French Language

To form this tense, take the verb form of the first group (for example the verb parler).

Drop the 'er' of the verb 'parler' and add the formula in the given manner :

Je parlais – I spoke, I was speaking, I did speak.

Tu parlais – You spoke, You were speaking, You did speak.

Elle/il parlait – She/He spoke, She/He was speaking, She/He did speak.

Nous parlions – We spoke, we were speaking, we did speak.

Vous parliez – You spoke, you were speaking, you did speak.

Elles/Ils parlaient – They spoke, they were speaking, they did speak.

---

### 1.3 VERBE AVOIR (IMPARFAIT) :

---

Formation of de l'imparfait is done by adding the endings– ais, ais, ait, ions, iez, aient to the verb stem.

Observe the endings – ais, ais, ait, aient have exactly the same sound.

#### 1.3.1 Verb être (Verb to Be) :

This is the only verb that do not conform to this rule.

Imparfait de verbe être – to be.

J' étais – I was, I used to be

Tu étais – You were, you used to be

Elle/Il était – She/he was, she/he used to be

Nous étions – We were. We used to be

Vous étiez – You were, you used to be

Elles/ils étaient – They were, they used to be.

#### 1.3.2 Verbe avoir (Verb to Have) :

J' avais – I had, I used to have

Tu avais – You had, you used to have

Elle/Il avait – She/He had, She/He used to have

Nous avions – We had, we used to have.

Vous aviez – You had, you used to have

Elles/Ils avaient – They had, they used to have.

#### 1.3.3 Verbe faire (Verb to Do) :

Je faisais – I did

Tu faisais – You did

Elle/ il faisait – She/He did

Nous faisions – We did

Vous faisiez – You did

Elles/Ils faisaient – They did.

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### 1.4 IMPARFAIT DE COMMENCE (TO BEGIN) :

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Je commençais – I began, I was beginning, I used to begin

Tu commençais – You began, You were beginning, You used to begin

Elle/il commençait – She/He began, She/he was beginning, She/He used to begin

Nous commencions – We began, we were beginning, we used to begin

Vous commenciez – You began, You were beginning, You used to begin

Elles/ils commençaient – They began, they were beginning, they used to begin.

### **1.5 IMPARFAIT DE MANGER (TO EAT) :**

Je mangeais – I ate, I was eating, I used to eat

Tu mangeais – You ate, You were eating, You used to eat.

Elle/il mangeait – She/he ate, she/he was eating, she/he used to eat.

Nous mangions – We ate, we were eating, we used to eat.

Vous mangiez – You ate, you were eating, you used to eat.

Elles/ils – They ate, they were eating, they used to eat.

Observe the orthographic change occurring in the imparfait forms of the verb ending with – cer and – ger.

The imperfect is a past tense of the indicative mood which denotes the following :

1. What was going on in the past for an indefinite period, thus  
Les ennemies occupaient une partie de l'Inde.  
The enemies were occupying a part of India. (for an indefinite period)
2. What used to happen in the past, thus  
Elle aidait sa mère – She used to help (would help) her mother (it used to happen)
3. What continued to happen in the past, thus  
Elle jouait souvent – She often played (it happened repeatedly)

### **1.6 TRADUCTION :**

- (a) Yesterday I went to market – Hier, j'allais au marché.
- (b) He bought a French book – Il achetait un livre de français.
- (c) Yes sir, I was ill – Oui, monsieur, j'étais.
- (d) You were absent yesterday Ajay – Vous étiez absent hier Ajay.
- (e) Our physician was in London – Notre médecin était en Londres.
- (f) I used to go to the country in summer every year – Tous les ans, j'allais à la campagne en été.
- (g) Every year – Tous les ans
- (h) Country – à la campagne.
- (i) While I was talking, my friend was smoking – Pendant que je parlais, mon ami fumait.
- (j) We often spoke of you – Nous parlions souvent de vous.
- (k) His family was very rich – Sa famille était très riche.
- (l) She was good in sciences – Elle était forte en sciences.

## French Language

- (m) Ravi was responsible for the accident – Ravi était responsable de l'accident.
- (n) He had some friends in Paris – Il avait quelques amis à Paris.
- (o) I was in boarding school – J' étais en internat.
- (p) I watched cartoons yesterday – Hier, je regardais animés les dessins.
- (q) My mother was always busy – M mère était toujours occupée.
- (r) On April Fool's day, I replaced the salt with sugar – Le premier avril, je remplaçais le sel par du sucre.
- (s) She came first – Elle arrivait la première.
- (t) Ritu was a very good swimmer – Ritu était très bonne nageuse.
- (u) Rivu was very mature for his age – Rivu était très mûre pour son âge.

### ☐ Check Your Progress – 1 :

1. Choisissez la bonne réponse : choose the correct answer.
  - (a) I was speaking
    - (i) Je parlais
    - (ii) Je parle
    - (iii) Nous parlions
  - (b) They spoke
    - (i) Il parlait
    - (ii) Ils parlaient
    - (iii) Elle parlait
  - (c) I was
    - (i) Tu étais
    - (ii) Il était
    - (iii) J'étais
  - (d) They were
    - (i) ils étaient
    - (ii) ils était
    - (iii) vous étiez
  - (e) We did
    - (i) Je faisais
    - (ii) Nous faisons
    - (iii) Je mangait
  - (f) I ate
    - (i) Je mangeais
    - (ii) Je mangais
    - (iii) Je mangait
  - (g) He began
    - (i) Elle commençait
    - (ii) Il commençait
    - (iii) Il commençais
  - (h) I had
    - (i) J'avais
    - (ii) J'avait
    - (iii) J'étais
  - (i) They were speaking
    - (i) Ils parlait
    - (ii) Ils parlaient
    - (iii) Il parlaient
2. Mettez les verbes au imparfait :
  - (a) J' \_\_\_\_\_ la radio. (écouter)
  - (b) Nous \_\_\_\_\_ le jus de fruits. (aimer)
  - (c) Vous \_\_\_\_\_ la Bretagne. (visiter)
  - (d) Ils \_\_\_\_\_ à la plage. (aller)
  - (e) Tu \_\_\_\_\_ la porte. (former)
3. Completez :
  - (a) Je \_\_\_\_\_  
Tu chantais..

(b) Il/elle \_\_\_\_\_.

(c) Nous \_\_\_\_\_.

Vous chantiez

(d) Ils/ells \_\_\_\_\_.

4. Traduisez en français :

(a) Yesterday, I went to the market.

(b) Our physician was in London.

### 1.7 PASSÉ COMPOSÉ: (PERFECT TENSE) LE PARFAIT :

As a general rule, the perfect tense of a French verb is formed by means of the Présent indicative of avoir (to have) plus the past participle (le participe passé) of the required verb. Before we can form the perfect tense we must know the past participle of the regular conjugations.

Infinitive – donner – Past Participle donné.

Infinitive – finir – Past Participle fini.

Infinitive – vendre – Past Participle vendu.

The following irregular verbs must be noted :

Infinitive – avoir – Past Participle eu (had)

Infinitive – être – Past Participle été (been)

Infinitive – aller – Past Participle allé (gone)

Infinitive – faire – Past Participle fait (done)

Infinitive – dire – Past Participle dit (said)

Infinitive – écrire – Past Participle écrit (written)

Infinitive – pouvoir – Past Participle pu

Infinitive – vouloir – Past Participle voulu

#### 1.7.1 Verbe Donner (to Give) :

**Auxiliary verb to have (Présent tense) + Past participle of the said verb (said verb is donner)**

J'ai donné – I have given

Tu as donné – You have given

Elle/il a donné – She/he has given

Nous avons donné – We have given.

Vous avez donné – You have given

Elles/ils ont donné – They have given

N.B – Je n'ai pas donné.

Avons-nous donné ?

N'a-t-il pas donné ?

To make the Past participle (Participle Passé) those verbs ending with 'er' delete r and put accent aigu (/) over é.

Example – donner – donné (given)

Aller – allé (gone)

Parler – parlé (spoken)

Chanter – chanté (sung)

**1.7.2 The past participles of regular verbs are formed by replacing the infinitives ending as follows :**

1. Verbs in 'er' : change to é (donner – donné)
2. Verbs in 'ir' : change to i (finir – fini)
3. Verbs in 're' : change to u (entendre – entendu)

All reflexive verbs and verbs aller(to go), entrer(to enter), arriver(to arrive), monter (to go up), tomber(to fall), rester(to stay), Retourner(to go back), rentrer (to get back home), venir (to come), sortir(to go out), partir (to leave) their perfect by means of the Présent indicative of être instead of avoir plus the past participle.

If the perfect (Passé composé) is formed with être, the past participle (Participe passé) agrees in gender and number with the subject.

Verbe arriver– to arrive.

Participe passé– arrive.

**Passé composé**

Je suis arrive – I have arrived

Tu es arrive – You have arrived

Il est arrive – He has arrived

Elle est arrive – She have arrived

Nous sommes arrives – We have arrived

Vous êtes arrives – You have arrived

Ils sont arrives – They have arrived

Elles sont arrives – They(f) have arrived

J'ai parlé – I have spoken

Ai-je parlé – Have – I spoken ?

Je n'ai pas parlé – I have not spoken

J'ai fini mon travail – I have finished my work.

J'ai travaillé, aujourd'hui – I have worked today.

Nous avons recontré Amit hier – We have met Amit, yesterday.

Il a été malade – He has been ill.

Avez- vous parlé Amit ? – Have you spoken to Amit ?

Oui, je lui ai parlé – Yes, I have spoken to him.

<b>Verbe</b>	<b>Participe Passé</b>
Aller	Allé
Entrer	Entré
Arriver	Arrivé
Monter	Monté

Tomber	Tombé
Rester	Resté
Retourner	Retourné
Rentrer	Rentré
Venir	Venu
Partir	Parti
Descendre	Descendu
Devenir	Devenu
Naître	Né

He will go to France – Il ira en France.

I will come as soon as possible – Je viendrai dis que possible.

She will leave tomorrow – Elle partira demain.

I will carry your bag – Je porterai votre sac

I shall tell a story – je dirai une histoire

Amita will play with her friends – Amita jouera avec ses amis.

You will receive a book – Vous recevrez un livre.

Arup will speak French – Arup parlera français.

They will arrive from the United states – Ils arriveront des États-Unis.

I will write a letter to my mother – J'écrirai une lettre à ma mère.

We will spend the day at the sea side – Nous passerons la journée (le jour) au bord de la mer.

My mother will read the newspaper – Ma mère lira le journal.

One moment, I'll just finish this report – Un petit instant, je finirai ce rapport.

They will come tomorrow – Ils viendront demain.

Tomorrow I will go to the public library – Demain j'irai à la bibliothèque municipale.

**☐ Check Your Progress – 2 :**

1. Mettez les verbes au Passé Composé :

- (a) Anil \_\_\_\_\_ Rohan. (inviter)
- (b) Sunil et Sunita \_\_\_\_\_ la télévision. (regarder)
- (c) J' \_\_\_\_\_ à Delhi. (habiter)
- (d) Neha \_\_\_\_\_ français. (parler)
- (e) Je \_\_\_\_\_ dans la classe. (être)

2. Choisissez la bonne réponse :

- (a) I have spoken
  - (i) j'ai parlé
  - (ii) je suis parlé
  - (iii) je parlais
- (b) she has finished
  - (i) il a fini
  - (ii) elle a fini
  - (iii) elle est finit

## French Language

- (c) they have had  
(i) elle ont eu           (ii) ils ont eu           (iii) ils ont été
- (d) you have given  
(i) vous avez donné   (ii) vous avez donner   (iii) vous avez donnée
3. Écrivez le participe Passé du verbe.  
(a) Avoir                   (b) Finir                   (c) Donner  
(d) Être                    (e) Faire
4. raduisez en français :  
(a) She has been ill.       (b) I have spoken to our teacher.

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### 1.8 LE FUTURE TENSE :

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The future tense of any regular French verb is formed by adding to its total verb + ai, as, a, ez, ont.

#### 1.8.1 Verbe Parler :

Je parlerai – I shall speak.

Tu parleras – You will speak.

Elle/il parlera – She/he will speak.

Nous parlerons – We shall speak.

Vous parlerez – You will speak.

Elles/ils parleront – They will speak.

The future of finir (2nd group verb) is therefore :

Je finirai – I will finish

Tu finiras – You will finish

Elle/il finira – She/He will finish

Nous finirons – We will finish

Vous finirez – You will finish

Elles/ils finiront – They will finish.

N.B. In the verbs of the 3rd conjugation the final 'e' of the injunctive is omitted when forming the future, thus the future of attendre becomes :

J'attendrai, tu attendras, elle/il attendra, nous attendrons,

Vous attendrez, ells/ils attendront.

Even irregular verbs keep the same termination in the future as regular verbs, but often show their irregularity in the future stem.

#### ☐ Check Your Progress – 3 :

1. Traduisez en français :
- (a) He bought a French book.  
(b) Ajay, you were absent yesterday.  
(c) We ate together in a restaurant.  
(d) I have done my homework.  
(e) We have finished the repot.

(f) They will come tomorrow.

(g) I shall tell a story.

**Note the future tense of the following irregular verb :**

Avoir – J'aurai, Tu auras, il/elle aura, nous aurons, vous aurez, ils/ells auront.

Être – Je serai, Tu seras, Il/elle sera, nous serons, vous serez, ils/ells seront.

Aller – J'irai, Tu iras, Il/elle ira, nous irons, vous irez, ils/ells iront.

Pouvoir – Je pourrai, tu pourras, il/elle pourra, nous pourrons, vous pourrez, ils/ells pourraient

Écrire (to write) – J' écris, il/elle écrit, nous écrivons, vous écrivez, ils/elles écrivaient.

Dire (to say) – Je dirai, tu diras, il/elle dira, nous dirons, vous direz, ils/ells diront.

Faire (to do) – Je ferai, tu feras, il fera, nous ferons, vous ferez, ils/ells feront.

Vouloir (to want) – Je voudrai, tu voudras, il/elle voudra, nous voudrons, vous voudrez, ils/ells voudront.

Croire (to think) – je croirai, tu croiras, il/elle/on croira, nous croirons, vous croirez, ils/elles croiront.

Voir (to see) – Je verrai, tu verras, il/elle verra, nous verrons, vous verrez, ils/ells verront.

Envoyer (to send) – J'enverrai, tu enverras, il/elle enverra, nous enverrons, vous enverrez, ils/ells enverront.

**☐ Check Your Progress – 4 :**

1. Completez :

Je parlerai.

(a) Tu \_\_\_\_\_.

(b) Elle/il \_\_\_\_\_.

Nous parlerons.

(c) Vous \_\_\_\_\_.

(d) Ells/ils \_\_\_\_\_.

2. Écrivez le verbe aller au future :

3. Traduisez en français :

(a) He will repair the car.

(b) Amit will play tennis.

(c) She will write a letter to her mother.

(d) They will visit the museum.

(e) The office will organize a meeting.

(f) They will go to international conference.

(g) She will finish her letter.

(h) We will go to the theatre next week.



4. Mettez le verbe au future :
- (a) J'(acheter) \_\_\_\_\_ un crayon.  
 (b) Vous (avoir) \_\_\_\_\_ des bonbons.  
 (c) Ils (commencer) \_\_\_\_\_ la leçon.  
 (d) Je (manger) \_\_\_\_\_ des chocolats.

### 1.9 LET US SUM UP :

Imparfait basically means past tense in French. To form this tense, take the verb form of the first group (for example the verb parler).

Drop the 'er' of the verb 'parler' and add the formula in the given manner :

Formation of de l'imparfait is done by adding the endings – ais, ais, aient, ions, iez, aient to the verb stem.

The past participles of regular verbs are formed by replacing the infinities ending as follows :

- Verbs in 'er' : change to é (donner – donné)
- Verbs in 'ir' : change to i (finir – fini)
- Verbs in 're' : change to u (entendre – entendu)

The future tense of any regular French verb is formed by adding to its total verb + ai, as, a, ez, ont.

### 1.10 ANSWERS FOR CHECK YOUR PROGRESS :

#### ☐ Check Your Progress 1 :

- (a) (i)                      (b) (ii)                      (c) (iii)  
 (d) (i)                      (e) (ii)                      (f) (i)  
 (g) (ii)                      (h) (i)                      (i) (ii)
- (a) Écoutais.              (b) Aimions              (c) Visitez  
 (d) Iront                      (e) Fermais
- (a) Chantais              (b) Chantait  
 (c) Chations              (d) Chantaient
- (a) Hier, je suis allé au marché.              (b) Notre médecin était en Londres.

#### ☐ Check Your Progress 2 :

- (a) A invite.              (b) Ont regardé              (c) Ai habité  
 (d) A parlé              (e) J'ai été
- (a) (i)                      (b) (ii)                      (c) (ii)                      (d) (i)
- (a) Eu                      (b) Fini                      (c) Donné  
 (d) Été                      (e) Fait
- (a) Elle a été malade.                      (b) J'ai parlé à notre professeur.

#### ☐ Check Your Progress 3 :

- Il a acheté un livre en français.
- Ajay, vous étiez absent hier.
- Nous avons mangé ensemble dans un restaurant.

- 4. J'ai fait mon devoir.
- 5. Nous avons fini le rapport.
- 6. Ils viendront demain.
- 7. Je dirai une histoire.

**☐ Check Your Progress 4 :**

- 1. (a) Parleras            (b) Parlera  
(c) Parlerez          (d) Parleront
- 2. (a) J'iras              (b) Tu iras            (c) Il/elle ira  
(d) nous irons      (e) vous irez        (f) ils/ells iront.
- 3. (a) Il réparera la voiture.                    (b) Amit jouera au tennis.  
(c) Elle écrira une lettre à sa mère. (d) Ils visiteront le musée.  
(e) Le bureau organisera une réunion.  
(f) Ils iront à une conférence internationale.  
(g) Elle finira sa lettre.  
(h) Nous irons au théâtre la semaine prochaine.
- 4. (a) Acheterai                                      (b) Aurez  
(c) Commenceront                              (d) Mangereu

**1.11 GLOSSARY :**

<b>Imparfait</b>	Past tense
<b>Commencer</b>	To begin
<b>Manger</b>	To eat
<b>Ennemi</b>	Enemy
<b>Occupier</b>	To occupy, busy
<b>Jouer</b>	To play
<b>Marché</b>	Market
<b>Acheter</b>	To buy
<b>Malade</b>	Ill
<b>Absent</b>	Absent
<b>Médecin</b>	Physician
<b>Tous les ans</b>	Every year
<b>Campagne</b>	Country
<b>Fumer</b>	To smoke
<b>Famille</b>	Family
<b>Riche</b>	Rich
<b>Science</b>	science
<b>Accident</b>	Accident

**French Language**

<b>Internat</b>	Boarding school
<b>Rentrer</b>	To get back home
<b>Venir</b>	To come
<b>Sortir</b>	To go out
<b>Partir</b>	To leave
<b>Descendre</b>	To come down
<b>Devenir</b>	To become
<b>Au bord de la mer</b>	Sea side
<b>Journal</b>	Newspaper
<b>Bibliothèque</b>	Library
<b>Bibliothèque municipale</b>	Public library
<b>Refarder</b>	To watch
<b>Dessin</b>	Cartoon
<b>Toujours</b>	Always
<b>Mûr</b>	Mature
<b>Vendre</b>	To sell
<b>Dire</b>	To say, tell
<b>Pouvoir</b>	To be able to
<b>Vouloir</b>	To want, wish
<b>Chanter</b>	To sing
<b>Entrer</b>	To enter
<b>Arriver</b>	To arrive
<b>Monter</b>	To go up
<b>Tomber</b>	To fall
<b>Rester</b>	To stay
<b>Retourner</b>	To return
<b>Naître</b>	To be born
<b>Travail</b>	To work
<b>Rencontrer</b>	To meet
<b>Voir</b>	To see
<b>Porter</b>	To carry, wear
<b>Envoyer</b>	To send
<b>Passer</b>	To spend

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**1.12 ASSIGNMENT :**

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1. Conjuguez les verbes
  - (a) J \_\_\_\_\_ un letter. (écrire au future)
  - (b) Vous \_\_\_\_\_ bonjour au professeur. (dire au passé composé)
  - (c) Je \_\_\_\_\_ le verre sur la table. (mettre au imparfait)
  - (d) Vous \_\_\_\_\_ le poème. (dire au futur).
  - (e) Ils \_\_\_\_\_ – le bus. (prendre au imparfait)
  - (f) Nous \_\_\_\_\_ les cahier sur le pupitre (mettre au passé composé)
2. Mettez le verbe entre parenthèse (au future, au imparfait)
  - (a) Nous (prendre) \_\_\_\_\_ notre petit déjeuner à 8 heures du matin.
  - (b) Nous (boire) \_\_\_\_\_ du café au lait et (manger) \_\_\_\_\_ du pain et du beurre.
  - (c) Ensuite nous (sortir) \_\_\_\_\_ et nous (aller) \_\_\_\_\_ à l' école.
  - (d) A midi nous (revenir) \_\_\_\_\_.
  - (e) Nous (mettre) \_\_\_\_\_ le couvert dans la salle à manger.
  - (f) Nous (déjeuner) \_\_\_\_\_.
  - (g) Ils (diner) \_\_\_\_\_ à sept heures du soir.
3. Traduisez en français :
  - (a) Yesterday, we went to Gandhi Nagar.
  - (b) The chemist (Le pharmacien) will close at noon.
  - (c) She was our teacher.
  - (d) I have taken my breakfast.
  - (e) It was very cold yesterday.
  - (f) You were making a noise.

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**1.13 ACTIVITY :**

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Conjuguez au Imparfait et future.

Aller en classe.

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**1.14 CASE STUDY :**

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1. Écrivez au passé composé :
  - (a) Diksha entre dans la chambre à coucher.
  - (b) Mme Vincent descend dans la salle à manger.
  - (c) Les étudiants vont à l'école.
  - (d) Ils sortent de la classe à onze heures.
  - (e) La maîtresse arrive à neuf heures.
  - (f) Vincent revient à midi.

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**1.15 FURTHER READING :**

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L'interprète Larousse by Richard Silvestri.

Cours de langue et de Civilisation française (bleu) by G. Mauger



**UNIT STRUCTURE**

- 2.0 Learning Objectives
- 2.1 Introduction
- 2.2 Third Group of Verbs
  - 2.2.1 Présent
  - 2.2.2 Imparfait
  - 2.2.3 Futur
  - 2.2.4 Passé Composé
- 2.3 Verbe écrire
  - 2.3.1 Présent
  - 2.3.2 Imparfait
  - 2.3.3 Futur
  - 2.3.4 Passé Composé
- 2.4 Verbe Dire
  - 2.4.1 Présent
  - 2.4.2 Imparfait
  - 2.4.3 Futur
  - 2.4.4 Passé Composé
- 2.5 Verbe Lire
  - 2.5.1 Présent
  - 2.5.2 Imparfait
  - 2.5.3 Futur
  - 2.5.4 Passé composé
- 2.6 Verbe Prendre
  - 2.6.1 Présent
  - 2.6.2 Imparfait
  - 2.6.3 Futur
  - 2.6.4 Passé Composé
- 2.7 Verbe Voir
  - 2.7.1 Présent
  - 2.7.2 Imparfait
  - 2.7.3 Futur
  - 2.7.4 Passé Composé

- 2.8 Verbe Boire**
  - 2.8.1 Présent**
  - 2.8.2 Imparfait**
  - 2.8.3 Futur**
  - 2.8.4 Passé Composé**
- 2.9 Modal Verbs**
- 2.10 Verbe Pouvoir**
  - 2.10.1 Présent**
  - 2.10.2 Futur**
  - 2.10.3 Passé Compose**
  - 2.10.4 Imparfait**
- 2.11 Verbe Vouloir**
  - 2.11.1 Présent**
  - 2.11.2 Futur**
  - 2.11.3 Passé Compose**
  - 2.11.4 Imparfait**
- 2.12 Verbe Savoir**
  - 2.12.1 Présent**
  - 2.12.2 Futur**
  - 2.12.3 Passé Compose**
  - 2.12.4 Imparfait**
- 2.13 Verbe Devoir**
  - 2.13.1 Présent**
  - 2.13.2 Futur**
  - 2.13.3 Passé Compose**
  - 2.13.4 Imparfait**
- 2.14 Let us Sum Up**
- 2.15 Answers for Check Your Progress**
- 2.16 Glossary**
- 2.17 Assignment**
- 2.18 Activities**
- 2.19 Case Study**
- 2.20 Further Reading**

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## **2.0 LEARNING OBJECTIVES :**

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- Third group of verbs : verbe with 're' and 'oir'.
- The forms of the verbs falling under the third group.

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## **2.1 INTRODUCTION :**

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In this unit you will be learning about the verbs ending with 're' and 'oir' which falls under the third group of verbs in French

## 2.2 THIRD GROUP OF VERBS :

Verbs with 're'

We now come to the conjugation of French verbs, those whose infinitive ends in – re.

Verbe attendre – to wait to wait for.

### 2.2.1 Présent :

<b>J' attends</b>	I wait, I am waiting, I do wait.
<b>Tu attends</b>	You wait, You are waiting, You do wait.
<b>Elle attend</b>	She waits, she is waiting, she does wait
<b>Il attend</b>	He waits, he is waiting, he does wait
<b>Nous attendons</b>	We wait, We are waiting, We do wait.
<b>Vous attendez</b>	You wait, You are waiting, You do wait.
<b>Elles attendent</b>	They wait, They are waiting, They do wait.
<b>Ils attendent</b>	They wait, They are waiting, They do wait.

### 2.2.2 Imparfait :

<b>J' attendais</b>	I waited, I was waiting, I did wait.
<b>Tu attendais</b>	You waited, You were waiting, You did wait.
<b>Elle attendait</b>	She waited, she was waiting, she did wait
<b>Il attendait</b>	He waited, he was waiting, he did wait
<b>Nous attendions</b>	We waited, We were waiting, We did wait.
<b>Vous attendiez</b>	You waited, You were waiting, You did wait.
<b>Elles attendaient</b>	They waited, They were waiting, They did wait.
<b>Ils attendaient</b>	They waited, They were waiting, They did wait.

### 2.2.3 Futur :

<b>J' attendrai</b>	I will be waiting, I will wait.
<b>Tu attendras</b>	You will be waiting, You will wait.
<b>Elle attendra</b>	she will be waiting, she will wait
<b>Il attendra</b>	he will be waiting, he will wait
<b>Nous attendrons</b>	We will be waiting, We will wait.
<b>Vous attendrez</b>	You will be waiting, You will wait.
<b>Elles attendront</b>	They will be waiting, They will wait.
<b>Ils attendront</b>	They will be waiting, They will wait.

### 2.2.4 Passé Composé :

<b>J'ai attendu</b>	I have waited, I have been waiting
<b>Tu as attendu</b>	You have waited, You have been waiting
<b>Elle a attendu</b>	she has waited, she has been waiting

<b>Il a attendu</b>	he has waited, he has been waiting
<b>Nous avons attendu</b>	we have waited, we have been waiting
<b>Vous avez attendu</b>	you have waited, you have been waiting
<b>Elles ont attendu</b>	they have waited, they have been waiting
<b>Ils ont attendu</b>	they have waited, they have been waiting

### 2.3 VERBE ÉCRIRE :

This verb simply means to write.

#### 2.3.1 Présent :

<b>J' écris</b>	I write, I am writing, I do write.
<b>Tu écris</b>	You write, You are writing, You do write.
<b>Elle écrit</b>	She writes, she is writing, she does write
<b>Il écrit</b>	He writes, he is writing, he does write
<b>Nous écrivons</b>	We write, We are writing, We do write.
<b>Vous écrivez</b>	You write, You are writing, You do write.
<b>Elles écrivent</b>	They write, They are writing, They do write.
<b>Ils écrivent</b>	They write, They are writing, They do write.

#### 2.3.2 Imparfait :

<b>J' écrivais</b>	I wrote, I was writing, I did write.
<b>Tu écrivais</b>	You wrote, You were writing, You did write.
<b>Elle écrivait</b>	She wrote, she was writing, she did write
<b>Il écrivait</b>	He wrote, he was writing, he did write
<b>Nous écrivions</b>	We wrote, We were writing, We did write.
<b>Vous écriviez</b>	You wrote, You were writing, You did write.
<b>Elles écrivaient</b>	They wrote, They were writing, They did write.
<b>Ils écrivaient</b>	They wrote, They were writing, They did write.

#### 2.3.3 Futur :

<b>J' écrirai</b>	I will be writing, I will write.
<b>Tu écriras</b>	You will be writing, You will write.
<b>Elle écrira</b>	she will be writing, she will write
<b>Il écrira</b>	he will be writing, he will write
<b>Nous écrirons</b>	We will be writing, We will write.
<b>Vous écrivrez</b>	You will be writing, You will write.
<b>Elles écriront</b>	They will be writing, They will write.
<b>Ils écriront</b>	They will be writing, They will write.



2.3.4 Passé Composé :

<b>J'ai écrit</b>	I have written, I have been writing
<b>Tu as écrit</b>	You have written, You have been writing
<b>Elle a écrit</b>	she has written, she has been writing
<b>Il a écrit</b>	he has written, he has been writing
<b>Nous avons écrit</b>	we have written, we have been writing
<b>Vous avez écrit</b>	you have written, you have been writing
<b>Elles ont écrit</b>	they have written, they have been writing
<b>Ils ont écrit</b>	they have written, they have been writing

□ **Check Your Progress – 1 :**

1. Conjuguez les verbes :
  - (a) Ils \_\_\_\_\_ l'autobus. (attendre)
  - (b) Vous \_\_\_\_\_ votre mère. (attendre)
  - (c) Je \_\_\_\_\_ mon vélo (vendre)
  - (d) Nous \_\_\_\_\_ notre maison. (vendre)
  - (e) Tu \_\_\_\_\_ l'escalier. (descender)
  - (f) Je \_\_\_\_\_ mon petit déjeuner à huit heures. (prendre)
  - (g) Les élèves \_\_\_\_\_ aux questions. (répondre)
  - (h) J' \_\_\_\_\_ ta voix (entendre)
  - (i) Vous \_\_\_\_\_ votre mère. (attendre)
  - (j) Son frère \_\_\_\_\_ des journaux. (vendre)
  
2. Choisissez la bonne réponse :
  - (a) I wrote
    - (i) J' écris
    - (ii) J' écrivais
  - (b) I will wait
    - (i) J'attendrai
    - (ii) J'attends
  - (c) They wait
    - (i) Ils attend
    - (ii) Ils attendant
  - (d) I have written
    - (i) J'ai écrit
    - (ii) Je suis écrit
  - (e) They were writing
    - (i) Ils écrivent
    - (ii) Ils écrivaient
  - (f) She was waiting
    - (i) Elle attendait
    - (ii) Elle attend
  - (g) He has waited
    - (i) Il a attendu
    - (ii) Elle a attendu

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**2.4 VERBE DIRE :**


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This verb simply means 'to say'.

**2.4.1 Présent :**

<b>Je dis</b>	I say, I am saying, I do say.
<b>Tu dis</b>	You say, You are saying, You do say.
<b>Elle dit</b>	She says, she is saying, she does say
<b>Il dit</b>	He says, he is saying, he does say
<b>Nous disons</b>	We say, We are saying, We do say.
<b>Vous dites</b>	You say, You are saying, You do say.
<b>Elles disent</b>	They say, They are saying, They do say.
<b>Ils disent</b>	They say, They are saying, They do say.

**2.4.2 Imparfait :**

<b>Je disais</b>	I said, I was saying, I did say.
<b>Tu disais</b>	You said, You were saying, You did say.
<b>Elle disait</b>	She said, she was saying, she did say
<b>Il disait</b>	He said, he was saying, he did say
<b>Nous disions</b>	We said, We were saying, We did say.
<b>Vous disiez</b>	You said, You were saying, You did say.
<b>Elles disaient</b>	They said, They were saying, They did say.
<b>Ils disaient</b>	They said, They were saying, They did say.

**2.4.3 Futur :**

<b>Je dirai</b>	I will be saying, I will say.
<b>Tu diras</b>	You will be saying, You will say.
<b>Elle dira</b>	she will be saying, she will say
<b>Il dira</b>	he will be saying, he will say
<b>Nous dirons</b>	We will be saying, We will say.
<b>Vous direz</b>	You will be saying, You will say.
<b>Elles diront</b>	They will be saying, They will say.
<b>Ils diront</b>	They will be saying, They will say.

**2.4.4 Passé Composé :**

<b>J'ai dit</b>	I have said, I have been saying
<b>Tu as dit</b>	You have said, You have been saying
<b>Elle a dit</b>	she has said, she has been saying
<b>Il a dit</b>	he has said, he has been saying
<b>Nous avons dit</b>	we have said, we have been saying

<b>Vous avez dit</b>	you have said, you have been saying
<b>Elles ont dit</b>	they have said, they have been saying
<b>Ils ont dit</b>	they have said, they have been saying

## **2.5 VERBE LIRE :**

This verb simply means 'to read'.

### **2.5.1 Présent :**

<b>Je lis</b>	I read, I am reading, I do read.
<b>Tu lis</b>	You read, You are reading, You do read.
<b>Elle lit</b>	She reads, she is reading, she does read
<b>Il lit</b>	He reads, he is reading, he does read
<b>Nous lisons</b>	We read, We are reading, We do read.
<b>Vous lisez</b>	You read, You are reading, You do read.
<b>Elles lisent</b>	They read, They are reading, They do read.
<b>Ils lisent</b>	They read, They are reading, They do read.

### **2.5.2 Imparfait :**

<b>Je lisais</b>	I read, I was reading, I did read.
<b>Tu lisais</b>	You read, You were reading, You did read.
<b>Elle lisait</b>	She read, she was reading, she did read
<b>Il lisait</b>	He read, he was reading, he did read
<b>Nous lisions</b>	We read, We were reading, We did read.
<b>Vous lisiez</b>	You read, You were reading, You did read.
<b>Elles lisaient</b>	They read, They were reading, They did read.
<b>Ils lisaient</b>	They read, They were reading, They did read.

### **2.5.3 Futur :**

<b>Je lirai</b>	I will be reading, I will read.
<b>Tu liras</b>	You will be reading, You will read.
<b>Elle lira</b>	she will be reading, she will read
<b>Il lira</b>	he will be reading, he will read
<b>Nous lirons</b>	We will be reading, We will read.
<b>Vous lirez</b>	You will be reading, You will read.
<b>Elles liront</b>	They will be reading, They will read.
<b>Ils liront</b>	They will be reading, They will read.

## 2.5.4 Passé Composé :

<b>J'ai lu</b>	I have read, I have been reading
<b>Tu as lu</b>	You have read, You have been reading
<b>Elle a lu</b>	she has read, she has been reading
<b>Il a lu</b>	he has read, he has been reading
<b>Nous avons lu</b>	we have read, we have been reading
<b>Vous avez lu</b>	you have read, you have been reading
<b>Elles ont dit</b>	they have said, they have been saying
<b>Ils ont dit</b>	they have said, they have been saying

## 2.6 VERBE PRENDRE :

This verb simply means 'to take'.

## 2.6.1 Présent :

<b>Je prends</b>	I take, I am taking, I do take.
<b>Tu prends</b>	You take, You are taking, You do take.
<b>Elle prend</b>	She takes, she is taking, she does take
<b>Il prend</b>	He takes, he is taking, he does take
<b>Nous prendons</b>	We take, We are taking, We do take.
<b>Vous prenez</b>	You take, You are taking, You do take.
<b>Elles prennent</b>	They take, They are taking, They do take.
<b>Ils prennent</b>	They take, They are taking, They do take.

## 2.6.2 Imparfait :

<b>Je prenais</b>	I took, I was taking, I did take.
<b>Tu prenais</b>	You took, You were taking, You did take.
<b>Elle prenait</b>	She took, she was taking, she did take
<b>Il prenait</b>	He took, he was taking, he did take
<b>Nous prenions</b>	We took, We were taking, We did take.
<b>Vous preniez</b>	You took, You were taking, You did take.
<b>Elles prenaient</b>	They took, They were taking, They did take.
<b>Ils prenaient</b>	They took, They were taking, They did take.

## 2.6.3 Futur :

<b>Je prendrai</b>	I will be taking, I will take.
<b>Tu prendras</b>	You will be taking, You will take.
<b>Elle prendra</b>	she will be taking, she will take
<b>Il prendra</b>	he will be taking, he will take
<b>Nous prendrons</b>	We will be taking, We will take.

**French Language**

<b>Vous prendrez</b>	You will be taking, You will take.
<b>Elles prendrent</b>	They will be taking, They will take.
<b>Ils prendrent</b>	They will be taking, They will take.

**2.6.4 Passé Composé :**

<b>J'ai pris</b>	I have taken, I have been taking
<b>Tu as pris</b>	You have taken, You have been taking
<b>Elle a pris</b>	she has taken, she has been taking
<b>Il a pris</b>	he has taken, he has been taking
<b>Nous avons pris</b>	we have taken, we have been taking
<b>Vous avez pris</b>	you have taken, you have been taking
<b>Elles ont pris</b>	they have taken, they have been taking
<b>Ils ont pris</b>	they have taken, they have been taking

**2.7 VERBE VOIR :**

This verb simply means 'to see'.

**2.7.1 Présent :**

<b>Je vois</b>	I see, I am seeing, I do see.
<b>Tu vois</b>	You see, You are seeing, You do see.
<b>Elle voit</b>	She sees, she is seeing, she does see
<b>Il voit</b>	He sees, he is seeing, he does see
<b>Nous voyons</b>	We see, We are seeing, We do see.
<b>Vous voyez</b>	You see, You are seeing, You do see.
<b>Elles voient</b>	They see, They are seeing, They do see.
<b>Ils voient</b>	They see, They are seeing, They do see.

**2.7.2 Imparfait :**

<b>Je voyais</b>	I saw, I was seeing, I did see.
<b>Tu voyais</b>	You saw, You were seeing, You did see.
<b>Elle voyait</b>	She saw, she was seeing, she did see
<b>Il voyait</b>	He saw, he was seeing, he did see
<b>Nous voyions</b>	We saw, We were seeing, We did see.
<b>Vous voyiez</b>	You saw, You were seeing, You did see.
<b>Elles voyaient</b>	They saw, They were seeing, They did see.
<b>Ils voyaient</b>	They saw, They were seeing, They did see.

2.7.3 Futur :

<b>Je verrai</b>	I will be seeing, I will see.
<b>Tu verras</b>	You will be seeing, You will see.
<b>Elle verra</b>	she will be seeing, she will see
<b>Il verra</b>	he will be seeing, he will see
<b>Nous verrons</b>	We will be seeing, We will see.
<b>Vous verrez</b>	You will be seeing, You will see.
<b>Elles verront</b>	They will be seeing, They will see.
<b>Ils verront</b>	They will be seeing, They will see.

2.7.4 Passé Composé :

<b>J'ai vu</b>	I have seen, I have been seeing
<b>Tu as vu</b>	You have seen, You have been seeing
<b>Elle a vu</b>	she has seen, she has been seeing
<b>Il a vu</b>	he has seen, he has been seeing
<b>Nous avons vu</b>	we have seen, we have been seeing
<b>Vous avez vu</b>	you have seen, you have been seeing
<b>Elles ont vu</b>	they have seen, they have been seeing
<b>Ils ont vu</b>	they have seen, they have been seeing

2.8 VERBE BOIRE :

This verb simply means 'to drink'.

2.8.1 Présent :

<b>Je bois</b>	I drink, I am drinking, I do drink.
<b>Tu bois</b>	You drink, You are drinking, You do drink.
<b>Elle boit</b>	She drinks, she is drinking, she does drink
<b>Il boit</b>	He drinks, he is drinking, he does drink
<b>Nous buvons</b>	We drink, We are drinking, We do drink.
<b>Vous buvez</b>	You drink, You are drinking, You do drink.
<b>Elles boivent</b>	They drink, They are drinking, They do drink.
<b>Ils boivent</b>	They drink, They are drinking, They do drink.

2.8.2 Imparfait :

<b>Je buvais</b>	I drank, I was drinking, I did drink.
<b>Tu buvais</b>	You drank, You were drinking, You did drink.
<b>Elle buvait</b>	She drank, she was drinking, she did drink
<b>Il buvait</b>	He drank, he was drinking, he did drink
<b>Nous buvions</b>	We drank, We were drinking, We did drink.

<b>Vous buviez</b>	You drank, You were drinking, You did drink.
<b>Elles buvaient</b>	They drank, They were drinking, They did drink.
<b>Ils buvaient</b>	They drank, They were drinking, They did drink.

**2.8.3 Futur :**

<b>Je boirai</b>	I will be drinking, I will drink.
<b>Tu boiras</b>	You will be drinking, You will drink.
<b>Elle boira</b>	she will be drinking, she will drink
<b>Il boira</b>	he will be drinking, he will drink
<b>Nous boirons</b>	We will be drinking, We will drink.
<b>Vous boirez</b>	You will be drinking, You will drink.
<b>Elles boiront</b>	They will be drinking, They will drink.
<b>Ils boiront</b>	They will be drinking, They will drink.

**2.8.4 Passé Composé :**

<b>J'ai bu</b>	I have drunk, I have been drinking
<b>Tu as bu</b>	You have drunk, You have been drinking
<b>Elle a bu</b>	she has drunk, she has been drinking
<b>Il a bu</b>	he has drunk, he has been drinking
<b>Nous avons bu</b>	we have drunk, we have been drinking
<b>Vous avez bu</b>	you have drunk, you have been drinking
<b>Elles ont bu</b>	they have drunk, they have been drinking
<b>Ils ont bu</b>	they have drunk, they have been drinking

Notice the meaning of the following four verbs :

<b>Regarder</b>	To look at
<b>Chercher</b>	To look for
<b>Écouter</b>	To listen to
<b>Attendre</b>	To wait for

The following verbs have the verbe avoir as its auxiliary verb :

<b>Avoir faim</b>	To be hungry
<b>Avoir soif</b>	To be thirsty
<b>Avoir peur</b>	To be afraid
<b>Avoir raison</b>	To be right
<b>Avoir chaud</b>	To be warm
<b>Avoir tort</b>	To be wrong
<b>Avoir froid</b>	To be cold
<b>Avoir sommeil</b>	To be sleepy

<b>Avoir besoin</b>	To need
<b>Avoir honte</b>	To be ashamed
<b>Avoir bonne mine</b>	To look well
<b>Avoir mauvaise mine</b>	To look ill
<b>Avoir mal</b>	To have a pain
<b>Avoir congé</b>	To have a holiday

□ **Check Your Progress – 2 :**

1. Completez :

Je disais.

(a) Tu \_\_\_\_\_.

(b) Elle/il \_\_\_\_\_.

Nous disions.

(c) Vous \_\_\_\_\_.

(d) Ells/ils \_\_\_\_\_.

2. Traduisez en anglais :

(a) Verbe lire

(b) Verbe dire

(c) Verbe prendre

(d) Verbe voir

(e) Verbe boire.

3. Écrivez le verbe voir au Passé compose :

4. Traduisez en français :

(a) I will wait a few minutes.

(b) My mother told me a story yesterday.

(c) He wrote a letter to his cousin at Dubai.

(d) I will say a poem

(e) She will take a book from the library.

(f) I have seen this cinema.

(g) Do you drink tea or coffee ?

(h) I do not eat mutton.

**2.9 MODAL VERBS :**

These are auxiliary verbs which are used in conjunction with the infinitive of a following verb.

For example : 'I can come' or 'we must telephone'.

There are four important modal verbs in French.

<b>Pouvoir</b>	To be able to
<b>Devoir</b>	To have to
<b>Vouloir</b>	To want to
<b>Savoir</b>	To know (how to)



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**2.10 VERBE POUVOIR :**

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Sometimes you will want to talk about what you can or cannot do; use the irregular verb pouvoir.

**2.10.1 Présent :**

<b>Je peux</b>	I can
<b>Tu peux</b>	You can
<b>Elle peut</b>	She can
<b>Il peut</b>	He can
<b>Nous pouvons</b>	We can
<b>Vous pouvez</b>	You can
<b>Elles peuvent</b>	They can
<b>Ils peuvent</b>	They can

**2.10.2 Futur :**

<b>Je pourrai</b>	I will be able to
<b>Tu pourras</b>	You will be able to,
<b>Elle pourra</b>	she will be able to,
<b>Il pourra</b>	he will be able to,
<b>Nous pourrons</b>	We will be able to,
<b>Vous pourrez</b>	You will be able to,
<b>Elles pourront</b>	They will be able to,
<b>Ils pourront</b>	They will be able to,

**2.10.3 Passé Composé :**

<b>J'ai pu</b>	I could
<b>Tu as pu</b>	You could
<b>Elle a pu</b>	she could
<b>Il a pu</b>	he could
<b>Nous avons pu</b>	we could
<b>Vous avez pu</b>	you could
<b>Elles ont pu</b>	they could
<b>Ils ont pu</b>	they could

**2.10.4 Imparfait :**

<b>Je pouvais</b>	I could, I was able to.
<b>Tu pouvais</b>	You could, You were able to.
<b>Elle pouvait</b>	She could, she was able to.
<b>Il pouvait</b>	He could, he was able to.

<b>Nous pouvions</b>	We could, We were able to.
<b>Vous pouviez</b>	You could, You were able to..
<b>Elles pouvaient</b>	They could, They were able to.
<b>Ils pouvaient</b>	They could, They were able to.

**Je peux faire les courses maintenant.**

I can do the shopping now.

**Pouvez-vous me dire où est la gare ?**

Can you tell me where the station is ?

**Avez-vous pu téléphoner à Paris ?**

Have you been able to telephone to Paris ?

□ **Check Your Progress – 3 :**

1. Écrivez le verbe boire au présent et au imparfait :
2. Choisissez la bonne réponse :
  - (a) I will drink
    - (i) Je boirai                      (ii) Je boirais
  - (b) We drink
    - (i) Nous buvez                      (ii) Nous buvons
  - (c) She looks at
    - (i) Elle regarde                      (ii) Elle regardes
  - (d) We do not listen
    - (i) Nous écoutons pas                      (ii) Nous n'écoutons pas
  - (e) I am afraid
    - (i) J'ai peur                      (ii) Je suis peur
  - (f) We are right
    - (i) Nous avons raison                      (ii) Nous sommes raison
3. Completez :
  - (a) Je \_\_\_\_\_.  
Tu voyais.
  - (b) Elle/il \_\_\_\_\_.
  - (c) Nous \_\_\_\_\_.
  - (d) Vous \_\_\_\_\_.  
Els/ils voyaient.
4. Choisissez la bonne réponse :
  - (a) Buvez-vous ?
    - (i) Do you drink ?                      (ii) You drink.
  - (b) Il voyait
    - (i) She has seen.                      (ii) He saw



2.11.4 Imparfait :

<b>Je voulais</b>	I would.
<b>Tu voulais</b>	You would.
<b>Elle voulait</b>	She would.
<b>Il voulait</b>	He would.
<b>Nous voulions</b>	We would.
<b>Vous vouliez</b>	You would.
<b>Elles voulaient</b>	They would.
<b>Ils voulaient</b>	They would.

**Je veux aller à l' église.**

I want to go to the church.

**Nous voulons un taxi pour aller à la gare.**

We want a taxi for going to the station.

**2.12 VERBE SAVOIR :**

This verb simply means 'to know'.

2.12.1 Présent :

<b>Je sais</b>	I know
<b>Tu sais</b>	You know
<b>Elle sait</b>	She know
<b>Il sait</b>	He know
<b>Nous savons</b>	We know
<b>Vous savez</b>	You know
<b>Elles savent</b>	They know
<b>Ils savent</b>	They know

2.12.2 Futur :

<b>Je saurai</b>	I will know
<b>Tu sauras</b>	You will know.
<b>Elle saura</b>	she will know.
<b>Il saura</b>	he will know.
<b>Nous saurons</b>	We will know.
<b>Vous saurez</b>	You will know.
<b>Elles sauront</b>	They will know.
<b>Ils sauront</b>	They will know.

2.12.3 Passé Composé :

<b>J'ai su</b>	I have known
<b>Tu as su</b>	You have known
<b>Elle a su</b>	she has known
<b>Il a su</b>	he has known
<b>Nous avons su</b>	we have known
<b>Vous avez su</b>	you have known
<b>Elles ont su</b>	they have known
<b>Ils ont su</b>	they have known

2.12.4 Imparfait :

<b>Je savais</b>	I knew.
<b>Tu savais</b>	You knew.
<b>Elle savait</b>	She knew.
<b>Il savait</b>	He knew.
<b>Nous savions</b>	We knew.
<b>Vous saviez</b>	You knew.
<b>Elles savaient</b>	They knew.
<b>Ils savaient</b>	They knew.

**Je sais vous voyagez à Rajasthan.**

I know that you are traveling to Rajasthan.

**Savez-vous où est la gare ?**

Do you know where is the station ?

**Amit saura demain.**

Amit will know tomorrow.

2.13 VERBE DEVOIR :

This verb simply means 'to know'.

2.13.1 Présent :

<b>Je dois</b>	I must, I have to
<b>Tu dois</b>	You must, you have to
<b>Elle doit</b>	She must, she has to
<b>Il doit</b>	He must, he has to
<b>Nous devons</b>	We must, we have to
<b>Des devez</b>	You must, you have to
<b>Elles doivent</b>	They must, they have to
<b>Ils doivent</b>	They must, they have to

## 2.13.2 Futur :

<b>Je devrai</b>	I will have to
<b>Tu devras</b>	You will have to.
<b>Elle devra</b>	she will have to.
<b>Il devra</b>	he will have to.
<b>Nous devrons</b>	We will have to.
<b>Vous devrez</b>	You will have to.
<b>Elles devront</b>	They will have to.
<b>Ils devront</b>	They will have to.

## 2.13.3 Passé Composé :

<b>J'ai dû</b>	I had to
<b>Tu as dû</b>	You had to
<b>Elle a dû</b>	she had to
<b>Il a dû</b>	he had to
<b>Nous avons dû</b>	we had to
<b>Vous avez dû</b>	you had to
<b>Elles ont dû</b>	they had to
<b>Ils ont dû</b>	they had to

## 2.13.4 Imparfait :

<b>Je devais</b>	I had to.
<b>Tu devais</b>	You had to.
<b>Elle devait</b>	She had to.
<b>Il devait</b>	He had to.
<b>Nous devions</b>	We had to.
<b>Vous deviez</b>	You had to.
<b>Elles devaient</b>	They had to.
<b>Ils devaient</b>	They had to.

**Je dois changer ma vie.**

I must change my life.

**Vous devez envoyer une carte postale.**

You must send a postcard.

**Elle devra apprendre français.**

She will have to learn French.

**Il a dû partir.**

He had to leave.

## French Language

### ☐ Check Your Progress – 4 :

- Traduisez en français :  
(a) He will go to France. (b) She will leave tomorrow  
(c) Anita will play with her friends. (d) I will write a letter to my mother.
- Traduisez en anglais :  
(a) Nous avons achete une voiture. (b) Ma mère n'aime pas le poisson.  
(c) Je suis jouer doPiano. (d) Il jouait au football.
- Choisissez la bonne réponse :  
(a) La bibliothèque municipal.  
(i) Public library (ii) Municipal library  
(b) Au bord de la mer  
(i) Riverside (ii) Seaside  
(c) Nous passerons  
(i) We will spend (ii) We spend  
(d) Un petit instant  
(i) A few moments (ii) One moment.

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### 2.14 LET US SUM UP :

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The third group of verbs comprise the verbs which end with 're' and 'oir' in its infinitives form. These are irregular verbs and do not abide by the rules set for the first and second group of verbs to convert those to the past and future tense.

There is no particular rule to find out the different forms of these verbs but each follows a separate rule on their own.

The modal verbs are auxiliary verbs which are used in conjunction with the infinitive of a following verb.

For example : 'I can come' or 'we must

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### 2.15 ANSWERS FOR CHECK YOUR PROGRESS :

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- (a) Attendant (b) Attendez (c) Vends (d) Vendons  
(e) Descends. (f) Prends (g) Répondent (h) Entends  
(i) Attendez (j) Vend
- (a) (ii) (b) (i) (c) (ii) (d) (i)  
(e) (ii) (f) (i) (g) (i)

### ☐ Check Your Progress 2 :

- (a) Disais (b) Disait (c) Disiez (d) Disaient
- (a) Verb to read (b) Verb to say (c) Verb to take  
(d) Verb to see (e) Verb to drink.
- (a) J'ai vu (b) Tu as vu (c) Elle a vu (d) Il a vu  
(e) Nous avons vu (f) Vous avez vu  
(g) Elles ont vu (h) Ils ont vu

4. (a) J'attendrai quelques minutes.  
 (b) Ma mère disait moi une histoire, hier.  
 (c) Il a écrit une lettre à son cousin à Dubaï.  
 (d) Je vais dire un poème  
 (e) Elle prendra un livre à bibliothèque.  
 (f) J'ai vu ce cinéma.  
 (g) Buvez-vous du thé ou du café ?  
 (h) Je ne mange pas de viande.

☐ **Check Your Progress 3 :**

1. Présent :

- (a) Je voyais      (b) Tu voyais      (c) Elle voyait      (d) Il voyait  
 (e) Nous voyions   (f) Vous voyiez   (g) Elles voyaient   (h) Ils voyaient

Imparfait :

- (a) Je buvais      (b) Tu buvais      (c) Elle buvait      (d) Il buvait  
 (e) Nous buvions   (f) Vous buviez   (g) Elles buvaient   (h) Ils buvaient

2. (a) (i)              (b) (ii)              (c) (i)              (d) (ii)

(e) (i)              (f) (i)

3. (a) Voyais              (b) Voyait              (c) Voyions              (d) Voyiez

4. (a) (i)              (b) (ii)              (c) (ii)              (d) (ii)

☐ **Check Your Progress 4 :**

1. (a) Il ira à France.                      (b) Elle partira demain  
 (c) Anita jouera avec ses amis.      (d) J'écrirai une lettre à ma mère.  
 2. (a) We have bought a car.              (b) My mother does not like fish.  
 (c) I can play the piano.                  (d) He was playing football.  
 3. (a) (i)              (b) (ii)              (c) (i)              (d) (ii)

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**2.16 GLOSSARY :**

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<b>Attendre</b>	To wait for
<b>Écrire</b>	To write
<b>Dire</b>	To say
<b>Lire</b>	To read
<b>Prendre</b>	To take
<b>Voir</b>	To see
<b>Boire</b>	To drink
<b>Regarder</b>	To look at
<b>Chercher</b>	To look for
<b>Écouter</b>	To listen to
<b>Avoir faim</b>	To be hungry



## French Language

<b>Avoir soif</b>	To be thirsty
<b>Avoir peur</b>	To be afraid
<b>Avoir raison</b>	To be right
<b>Avoir tort</b>	To be hungry
<b>Avoir froid</b>	To be cold
<b>Avoir sommeil</b>	To be sleepy
<b>Avoir besoin</b>	To need
<b>Avoir honte</b>	To be ashamed
<b>Avoir bonne mine</b>	To look well
<b>Avoir mauvaise mine</b>	To look ill
<b>Avoir mal</b>	To have a pain
<b>Avoir congé</b>	To have a holiday
<b>Pouvoir</b>	To be able to
<b>Savoir</b>	To know (how to)
<b>Devoir</b>	To have to
<b>Vouloir</b>	To want to
<b>Voyager</b>	To travel
<b>Course</b>	Shopping
<b>Église</b>	church

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### 2.17 ASSIGNMENT :

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1. Choisissez la bonne réponse :
- (a) \_\_\_\_\_ mal à l'oreille.  
(i) J'ai                      (ii) Je suis                      (iii) Je me sens
- (b) Prenez ce médicament trois \_\_\_\_\_ par jour.  
(i) Fois                      (ii) Temps                      (iii) Heures.
- (c) Il pleut et il \_\_\_\_\_ froid.  
(i) Ai                      (ii) Est                      (iii) Fait
- (d) Le week end dernier, \_\_\_\_\_ à la mer.  
(i) J'irai                      (ii) Je vais                      (iii) Je suis allé
- (e) \_\_\_\_\_ à la gare, s'il vous plait ?  
(i) Où esr                      (ii) Pour aller                      (iii) Comment je vais
- (f) C'est une \_\_\_\_\_ maison  
(i) Beau                      (ii) Belle                      (iii) Bonne
- (g) L'appartement est au premier \_\_\_\_\_.  
(i) Étage                      (ii) Marche                      (iii) Pièce

- (h) Ils sont \_\_\_\_\_ Paris.  
 (i) À (ii) Au (iii) En

2. Completez avec je, tu, il...

- (a) \_\_\_\_\_ suis petit.  
 (b) \_\_\_\_\_ est belle.  
 (c) \_\_\_\_\_ sommes minces.  
 (d) \_\_\_\_\_ sont grands.  
 (e) \_\_\_\_\_ est beau.  
 (f) \_\_\_\_\_ êtes grosse.

### 2.18 ACTIVITY :

1. Completez :

- (a) La fête nationale de l'Inde est \_\_\_\_\_.  
 (b) La monnaie en France est \_\_\_\_\_.  
 (c) La fête nationale de la France est \_\_\_\_\_.  
 (d) Les fleuves (rivers) importants en Inde sont \_\_\_\_\_.  
 (e) La capitale de l'Inde est \_\_\_\_\_.  
 (f) un célèbre monument français s'appelle \_\_\_\_\_.  
 (g) un célèbre monument indien s'appelle \_\_\_\_\_.  
 (h) Les fleuves importants en France sont \_\_\_\_\_.

### 2.19 CASE STUDY :

1. Traduisez en français :

- (a) We shall go to Rome.  
 (b) My uncle is a lawyer.  
 (c) The sun is shining now.  
 (d) I know that gentleman.  
 (e) She was living in a village.  
 (f) She swept the house.  
 (g) What book are you reading ?  
 (h) What is the lesson ?  
 (i) Show them that letter.  
 (j) Is Amrita in the Kitchen ?  
 (k) Do you think about your lesson ?  
 (l) I have finished my homework.

### 2.20 FURTHER READING :

L'interprète Larousse by Richard Silvestri.



**UNIT STRUCTURE**

- 3.0 Learning Objectives
- 3.1 Introduction
- 3.2 Common Questionnaire
- 3.3 Useful Classroom Expressions
- 3.4 Personal Questions
- 3.5 Miscellenous Conversations in an Airport
- 3.6 Conversations During Travelling
- 3.7 Let us Sum Up
- 3.8 Answers for Check Your Progress
- 3.9 Glossary
- 3.10 Assignment
- 3.11 Activities
- 3.12 Case Study
- 3.13 Further Reading

**3.0 LEARNING OBJECTIVES :**

- Common questionnaire
- Revision
- Communication

**3.1 INTRODUCTION :**

In this unit, you will be made aware of some common questions and how to answer them in French. You will gain a first-hand experience on how to converse in a class in French language.

**3.2 COMMON QUESTIONNAIRE :**

<b>Que lest votre nom ?</b> –mon nom est Anil.	What is your name ? My name is Anil.
<b>Où habitez–vous ?</b> –J'habite à Jaipur	Where do you live ? I live in Jaipur
<b>Quel âge avez–vous ?</b> –j'ai vingt–deux ans	How old are ? I am 22 years old.
<b>Comment vas–tu ?</b> <b>Je vais très bien et vous ?</b>	How are you ? I ama very fine and you ?

**Common Questionnaire**

<p><b>Quel est le nom de ta mère ?</b>  <b>Le nom de ma mère est Mme Ophelia Vincent.</b></p>	<p>What is the name of your mother ?  The name of my mother is Mrs. Ophelia Vincent.</p>
<p><b>Quel est le nom de ton père ?</b>  <b>Le nom de mon père est M. Pierre Vincent</b></p>	<p>What is the name of your father ?  The name of my father is Mr. Pierre Vincent</p>
<p><b>Combien de frères as-tu ?</b>  <b>J'ai un frère.</b></p>	<p>How many brothers do you have ?  I have a brother.</p>
<p><b>Combien de sœurs avez-vous ?</b>  <b>J'ai une soeur.</b></p>	<p>How many sisters do you have ?  I have a sister.</p>
<p><b>Quel âge a-t-elle ?</b>  <b>Elle a dix-huit ans.</b></p>	<p>How old is she ?  She is eighteen years old.</p>
<p><b>Quelle heure est-il ?</b>  <b>C'est midi.</b></p>	<p>What time is it ?  It is noon.</p>
<p><b>Quel jour sommes-nous aujourd'hui ?</b>  <b>Aujourd'hui, c'est samedi.</b></p>	<p>What day is today ?  Today, it is Saturday.</p>
<p><b>Combien y a-t-il de jours dans une semaine ?</b>  <b>Il y a sept jours dans une semaine.</b></p>	<p>How many days are there in a week ?  There are seven days in a week.</p>
<p><b>Combien de jours y a-t-il dans un mois ?</b>  <b>Il y a trente jours dans un mois.</b></p>	<p>How many days are there in a month ?  There are thirty days in a month.</p>
<p><b>Combien de jours y a-t-il dans une année ?</b>  <b>Il y a trois cent soixante-cinq jours dans une année.</b></p>	<p>How many days are there in a year ?  There are three hundred and sixty-five days in a year.</p>
<p><b>Combien de mois y a-t-il dans une année ?</b>  <b>Il y a douze mois dans une année.</b></p>	<p>How many months are there in a year ?  There are twelve months in a year.</p>
<p><b>Combien de saisons y a-t-il dans une année ?</b>  <b>Il y a quatre saisons dans une année.</b></p>	<p>How many seasons are there in a year ?  There are four seasons in a year.</p>
<p><b>Quel est le premier mois de l'année ?</b></p>	<p>What is the first month of the year ?</p>
<p><b>Janvier est le premier mois de l'année.</b></p>	<p>January is the first month of the year.</p>

## French Language

<b>Quel est le dernier mois de l'année ?</b> <b>Décembre est le dernier mois de l'année.</b>	What is the last month of the year ? December is the last month of the year.
<b>Parles-tu français ?</b> <b>Oui, je parle français.</b>	Do you speak French ? Yes, I do speak French.
<b>Combien de langues parlez-vous ?</b> <b>Je parle trois langues.</b>	How many languages do you speak ? I speak three languages.
<b>Quelle est ta langue maternelle ?</b> <b>Ma langue maternelle est le gujrati.</b>	What is your mother tongue ? My mother tongue is Gujrati.
<b>Êtes-vous indien ?</b> <b>Oui, je suis indien.</b>	Are you Indian ? Yes, I am Indian.
<b>Êtes-vous français ?</b> <b>Non, je ne suis pas français, je suis indien.</b>	Are you French ? No, I am not French, I am Indian.
<b>Quelle est votre nationalité ?</b> <b>Ma nationalité est indienne.</b>	What is your nationality ? My nationality is Indian.
<b>Quelle est ton adresse électronique ?</b> <b>Mon adresse électronique est _____</b>	What is your e-mail address ? My e-mail address is _____
<b>Où habites-tu ?</b>	Where do you live ?
<b>J'habite à Baroda</b>	I live in Baroda
<b>Combien d'heures y a-t-il dans une journée ?</b> <b>Il y a vingt-quatre heures par jour.</b>	How many hours are there in a day ? There are twenty-four hours in a day.

### ☐ Check Your Progress – 1 :

1. Choisissez la bonne réponse :

- (a) Quel est votre nom ?  
 (i) Where do you live ?                      (ii) What is your name ?
- (b) J'ai vingt-deux ans.  
 (i) I am twenty-two years old.              (ii) I am twenty years old.
- (c) quel âge avez-vous ?  
 (i) What is your age ?                      (ii) How old are you ?
- (d) Mon nom est Anil.  
 (i) My name is Anil.                      (ii) His name is Anil.
- (e) Il y a \_\_\_\_\_ jours dans une semaine.  
 (i) Six    (ii) Sept

(f) Une année a \_\_\_\_\_ mois.

(i) Douze

(ii) Onze

2. Traduisez les mots en français :

(a) Name

(b) Age

(c) Month

(d) Week

(e) Year

(f) Season

(g) First

(h) Last

(i) How many ?

(j) Saturday.

3. Répondez :

(a) Parlez-vous français ?

(b) Combien de langues parlez-vous ?

(c) Quel est votre nom ?

(d) Quel est votre nationalité ?

### 3.3 USEFUL CLASSROOM EXPRESSIONS :

<b>Qu'est-ce que c'est ?</b> C'est _____	What is this ? This is _____
<b>Que cela signifie-t-il ?</b> <b>Que veut dire cela ?</b>	What does that mean ?
<b>Comment dites-vous dans français ?</b>	How do you say in French ?
<b>Comment écrivez-vous ?</b>	How do you write ?
<b>Qu'est-ce que vous avez dit ?</b> <b>Comment ? Plaît-il ? Vous dites ?</b>	What did you say ?
<b>Merci bien. Merci mille fois.</b>	Thank you very much (a thousand times)
<b>Il n'y a pas de quoi. De rien.</b>	You are welcome, don't mention it.
<b>Voulez-vous bien ?</b>	Will you ?
<b>Traduisez le passage que vous avez lu.</b>	Translate the passage that you have read.
<b>Bravo Vijay, félicitations.</b> <b>C'est très bien fait, Vijay</b>	Well done Vijay, congratulations.
<b>Expliquez – répondez en français / anglais.</b>	Explain-answer in French/English.
<b>Faites attention, je vous prie de faire attention</b>	Pay attention, I beg you to pay attention.
<b>Va au tableau.</b> <b>Écrivez la phrase au tableau.</b>	Go to the board. Write the sentence on the board.
<b>Quelle est la faute ?</b> <b>Quelles sont les fautes ?</b>	What is (are) the mistake(s) ?
<b>Quel changement faut-il faire ?</b>	What change must be made ?
<b>Maintenant c'est bien (C'est ça)</b>	It (that) is right now.

**French Language**

<b>Ce n'est pas bien dire...</b> <b>On ne devrait pas dire;</b> <b>On ne dit pas</b>	it (that) is not right to say
<b>Vous avez raison.</b> <b>Vous avez tort.</b>	You are right. You are wrong.
<b>Commencez à la page 81.</b> <b>Étudiez jusqu'à la page</b>	Begin on page 81. Study as far as page
<b>Est-ce clair ? C'est clair,</b> <b>n'est-ce pas ?</b>	Is this clear ? That is clear, isn't it ?
<b>Savez-vous ?</b> <b>Je ne sais pas</b>	Do you know ? I do not know
<b>N'oubliez pas. Avez-vous oublié ?</b>	Don't forget. Have you forgotten ?
<b>Dites-moi, répétez.</b>	Tell me , repeat.
<b>C'est quoi ton problème ? Rien</b>	What is the matter with you ? Nothing
<b>Qu'y a-t-il de nouveau ?</b>	What is the news ?
<b>J'en suis très content.</b>	I am very glad about it.
<b>J'en suis vraiment désolé.</b>	I am very sorry about it.
<b>Je pense que oui.</b>	I think so.
<b>Je crois que oui</b>	I don't think so.
<b>C'est dommage. Tant pis.</b>	It is a pity. So much worse.
<b>Ce n'est pas la peine de .....</b>	It isn't worthwhile to.....
<b>Je ne suis pas d'accord avec vous.</b>	I do not agree with you.
<b>Moi non plus (lui, elle).</b>	I (he, she) either.
<b>Y a-t-il quelque chose à corriger ?</b>	Is there anything to correct ?
<b>Vous devez ajouter</b>	You must add
<b>asseyez-vous s'il vous plait</b>	Sit down please.
<b>asseyez-vous.</b>	Sit down.
<b>Écoutez bien. Je vais indiquer la leçon pour demain.</b>	Listen attentively. I am going to give out the lesson tomorrow.
<b>Prépare-toi pour demain.</b>	Prepare for tomorrow.
<b>Bonjour mes demoiselles.</b>	Good morning ladies.
<b>Bonjour messieurs.</b>	Good morning gentlemen.
<b>La classe est terminée.</b> <b>Je te verrai demain.</b>	Class is over. I shall see you tomorrow.





**French Language**

<b>Combien de sœurs avez-vous ?</b>	How many sisters do you have ?
<b>J'ai une soeur.</b>	I have a sister.
<b>Quel âge a-t-elle ?</b>	How old is she ?
<b>Elle a dix-huit ans.</b>	She is eighteen years old.
<b>Quelle heure est-il ?</b>	What time is it ?
<b>Il est dix heures cinq</b>	It is 10:05 AM.
<b>Quel jour sommes-nous aujourd'hui ?</b>	What day is today ?
<b>Aujourd'hui, c'est samedi.</b>	Today, it is Saturday.
<b>Quel est le premier mois de l'année ?</b>	What is the first month of the year ?
<b>Janvier est le premier mois de l'année.</b>	January is the first month of the year.
<b>Parlez-vous français ?</b>	Do you speak French ?
<b>Oui, je parle français.</b>	Yes, I speak French.
<b>Combien de langues parlez-vous ?</b>	How many languages do you speak ?
<b>Je parle trois langues.</b>	I speak 3 languages.
<b>Etes vous indien ?</b>	Are you Indian ?
<b>Oui, je suis indien.</b>	Yes, I am Indian.
<b>Quelle est votre nationalité ?</b>	What is your nationality ?
<b>Ma nationalité est indienne ?</b>	My nationality is Indian. ?
<b>Quelle est votre adresse email ?</b>	What is your email address ?
<b>Mon adresse e-mail est.....</b>	My email address is.....
<b>Quel est ton passe-temps ?</b>	What is your hobby ?
<b>Mon passe-temps joue au cricket.</b>	My hobby is playing cricket.
<b>Où habites-tu ?</b>	Where do you live ?
<b>J'habite à Baroda.</b>	I live in Baroda.
<b>Combien de jours y a-t-il dans une année ?</b>	How many days are there in a year ?
<b>Il y a trois cents-soixante-cinq jours dans une année.</b>	There are 365 days in a year.
<b>Combien de mois y a-t-il dans une année ?</b>	How many months are there in a year ?
<b>Il y a douze mois dans une année.</b>	There are twelve months in a year.
<b>Combien y a-t-il de jours dans une semaine ?</b>	How many days are there in a week ?
<b>Il y a sept jours dans une semaine.</b>	There are seven days in a week.
<b>Combien de saisons y a-t-il dans une année ?</b>	How many seasons are there in a year ?
<b>Il y a quatre saisons dans une année.</b>	There are four seasons in a year.

**3.5 MISCELLENOUS CONVERSATIONS IN AN AIRPORT :**

<b>A l'aéroport</b>	At the airport
<b>L'Inde vous souhaite la bienvenue</b>	India welcomes you
<b>Avez-vous fait un voyage confortable ?</b>	Did you have a comfortable journey ?
<b>Oh oui, c'était très bien.</b>	Oh yes, it was very good.
<b>Non, il a une demi-heure de retard.</b>	No, it is half an hour late.
<b>Où est la sortie ?</b>	Where is the exit ?
<b>Non, par ici, c'est l'entrée</b>	No, this way, this is the entrance
<b>Veuillez appeler un taxi</b>	Please call a taxi
<b>Apportez mes bagages et mettez-les dans le taxi</b>	Bring my luggage and put it in the taxi
<b>Dépêche-toi</b>	Hurry up
<b>A quelle distance se trouve l'hôtel ?</b>	How far is the hotel ?
<b>Emmenez-moi là-bas.</b>	Take me there.
<b>Quel est le tarif ?</b>	What is the fare ?
<b>Quel est le nom de l'hôtel ?</b>	What is the name of the hotel ?
<b>Montre-moi les chambres</b>	Show me the rooms
<b>Je veux une chambre individuelle.</b>	I want a single room.
<b>Cette chambre me convient.</b>	This room suits me.
<b>Quel est le loyer ?</b>	What is the rent ?
<b>Veuillez appeler un porteur.</b>	Please call a porter.
<b>Sortez mes bagages du taxi et mettez-les dans ma chambre</b>	Take out my luggage from the taxi and put it in my room
<b>A quelle distance se trouve la gare ?</b>	How far is the station ?
<b>Avez-vous une piscine ?</b>	Have you a swimming pool ?
<b>Y a-t-il un club de santé dans cet hôtel ?</b>	Is there a health club in this hotel ?
<b>Quels sont les autres équipements fournis dans votre hôtel ?</b>	What are the other amenities provided in your hotel ?
<b>À quelle heure est le petit-déjeuner / déjeuner / dîner ?</b>	What time is breakfast/ lunch/ dinner ?
<b>Montrez-moi la carte du menu.</b>	Show me the menu card.
<b>Apportez-moi un verre d'eau froide.</b>	Bring me a glass of cold water.
<b>Ouvrez la fenêtre</b>	Open the window

**French Language**

<b>Comptez ces vêtements et apportez-les à la lessive.</b>	Count these clothes and take them to the laundry.
<b>Réveillez-moi à 20 heures.</b>	Wake me up at 8'o clock.
<b>Tu peux partir maintenant.</b>	You can go now.
<b>Ferme la porte</b>	Shut the door
<b>Attends dehors.</b>	Wait outside.
<b>Écoutez-moi.</b>	Listen to me.
<b>Apportez cette note au responsable</b>	Take this note to the manager
<b>range la chambre.</b>	clean the room.
<b>Y a-t-il un message pour moi ?</b>	Is there a message for me ?
<b>Je serai de retour le soir.</b>	I shall be back by the evening.
<b>Veuillez m'emmener dans un bon restaurant.</b>	Please take me to a good restaurant.
<b>Où est le restaurant le plus proche ?</b>	Where is the nearest restaurant ?
<b>Quels sont les plats spéciaux de cet endroit ?</b>	What are the special dishes of this place ?
<b>J'aimerais de la soupe.</b>	I would like soup.
<b>Quelles boissons fraîches avez-vous ?</b>	What cold drinks have you got ?
<b>Apportez du thé.</b>	Bring some tea.
<b>Apportez du lait.</b>	Bring some milk.
<b>Apportez du café.</b>	Bring some coffee.
<b>Apportez du sucre.</b>	Bring some sugar.

**☐ Check Your Progress – 3 :**

1. Choisissez la bonne réponse :

- (a) Aéroport
  - (i) Station
  - (ii) Airport
- (b) Bienvenue
  - (i) Welcome
  - (ii) Goodbye
- (c) Boyage
  - (i) To travel
  - (ii) Journey
- (d) Montrez-moi
  - (i) Show me
  - (ii) Show him
- (e) Appoetez mes bagages
  - (i) Show me my luggage
  - (ii) Bring my luggage
- (f) Gare
  - (i) Platform
  - (ii) Station

- (g) petit-déjeuner  
 (i) lunch (ii) breakfast
- (h) déjeuner  
 (i) lunch (ii) meal
- (i) ouvrez la porte  
 (i) open the window (ii) open the door
- (j) fermez la fenêtre  
 (i) close the door (ii) close the window
2. Traduisez en anglais :
- (a) Dépêchez-vous (b) Amenez-moi.  
 (c) où est la sortie ? (d) Ouvrez la porte  
 (e) Attendez dehors (f) Complétez les vêtements  
 (g) Appelez un porteur
3. Traduisez en français :
- (a) Lunch (b) Swimming pool  
 (c) Laundry (d) Porter  
 (e) Station (f) Luggage  
 (g) Breakfast (h) Welcome  
 (i) Listen to me (j) Manager  
 (k) Restaurant (l) Drinks.

**3.6 CONVERSATIONS DURING TRAVELLING :**

<b>Où est l'office de tourisme ?</b>	Where is the tourist office ?
<b>Quels sont les endroits à visiter ?</b>	What are the places worth visiting ?
<b>Je veux un plan du guide de la ville.</b>	I want a city guide map.
<b>Je veux un guide.</b>	I want a guide.
<b>Où va ce bus ?</b>	Where does this bus go ?
<b>Suggérez-moi le nom d'une bonne agence de voyage.</b>	Suggest me a name of a good travel agency.
<b>Je veux me rendre à la porte d'entrée de l'Inde.</b>	I want to go to the Gateway of India.
<b>Montre moi le chemin.</b>	Show me the way.
<b>S'il te plaît, emmène-moi au musée</b>	Please take me to the museum
<b>Où est le bureau de réservation ?</b>	Where is the booking office ?
<b>Où est le bureau d'enquête ?</b>	Where is the enquiry office ?
<b>A quelle distance se trouve Pune ?</b>	How far is Pune ?
<b>Quel est le tarif du train ?</b>	What is the rail fare ?
<b>A quelle heure arrive le train ?</b>	What time does the train arrive ?

**French Language**

<b>A quelle heure part le train ?</b>	What time does the train depart ?
<b>Quelle est la plate-forme pour le train pour Pune ?</b>	Which is the platform for the train to Pune ?
<b>Le train a-t-il une voiture-restaurant attenante ?</b>	Does the train have an attached dining car ?
<b>Réservez-moi une couchette de première classe pour un train à Delhi.</b>	Reserve me a first-class berth for a train to Delhi.
<b>A quelle heure le train arrive-t-il à Delhi ?</b>	What time does the train reach Delhi ?
<b>Vous pouvez y aller en voiture, en train ou par route.</b>	You can go by car, rail or road.
<b>Quel est le nom de cette station ?</b>	What is the name of this station ?
<b>Réservez-moi une place pour Delhi.</b>	Book me a seat for Delhi.
<b>Quand at-on atterrir ?</b>	When do we land ?
<b>Avez-vous le journal ?</b>	Do you have the newspaper ?
<b>L'avion est-il à l'heure ?</b>	Is the plane on time ?
<b>Quel est le principal centre commercial ici ?</b>	Which is the main shopping centre here ?
<b>Suggérez-moi une boutique fiable ici.</b>	Suggest me some dependable shop here.
<b>Est-il fermé le dimanche ?</b>	Is it closed on Sundays ?
<b>Quand les magasins ouvrent-ils ?</b>	When do the shops open ?
<b>Emmenez-moi chez un bijoutier.</b>	Take me to a jeweller.
<b>Quel en est le prix ?</b>	What is the price of this ?
<b>Montrez-moi un moins cher.</b>	Show me a less expensive one.
<b>Où puis-je trouver des antiquités et des bibelots ?</b>	Where can I get antiques and curios ?
<b>Je veux acheter des cadeaux.</b>	I want to buy some gifts.
<b>Tous les États indiens ont-ils des emporiums ?</b>	Do all the Indian states have emporiums ?
<b>Est-ce authentique ?</b>	Is this genuine ?
<b>Je n'aime pas ça ?</b>	I do not like this ?
<b>Montrez-moi quelques échantillons.</b>	Show me some samples.

**Check Your Progress – 4 :**

1. Choisissez la bonne réponse :

(a) Bureau de tourisme

(i) Tourism office

(ii) Tourism place

- (b) Plan de ville  
 (i) Map (ii) City guide map
- (c) "l'apote de l' Indie"  
 (i) Gate of India (ii) Gateway of India
- (d) Guichet  
 (i) Bank (ii) Office
- (e) Wagon restaurant  
 (i) Dining car (ii) Dining restaurant
- (f) Journal  
 (i) Journal (ii) Newspaper
- (g) Magasin  
 (i) Shop (ii) Magazine
- (h) Musée  
 (i) Music (ii) Museum
- (i) Cadeau  
 (i) Gift (ii) Present
- (j) Bureau de renseignements.  
 (i) Booking office (ii) Enquiry office

2. Traduisez en français :

- (a) I want (b) Book me  
 (c) Take me (d) Show me  
 (e) Suggest me (f) I do not like  
 (g) Is it closed ? (h) You can go.

3. Traduisez en anglaise :

- (a) Bijoutier (b) Cadeau  
 (c) Guichet (d) Chemin  
 (e) Plan de la ville (f) Quai  
 (g) Par avion (h) Par train  
 (i) Magasin (j) Wagon restaurant  
 (k) Guide (livre) (l) Autobus

### **3.7 LET US SUM UP :**

From the various examples of conversations stated earlier, you are introduced to making conversations in French.

### **3.8 ANSWERS FOR CHECK YOUR PROGRESS :**

☐ **Check Your Progress 1 :**

1. (a) (ii) (b) (i) (c) (ii)  
 (d) (i) (e) (ii) (f) (i)

**French Language**

2. (a) Nom (b) Âge (c) Mois  
(d) Semaine (e) année (f) Saison  
(g) Premier (h) Dernier (i) Combien de ?  
(j) Samedi

3. (a) Oui, je parle français  
(b) Je parle trois langues  
(c) Mon nom est Anil  
(d) Ma nationalité est indien/indienne.

**☐ Check Your Progress 2 :**

1. (a) (i) (b) (ii) (c) (i) (d) (ii)  
(e) (i) (f) (ii) (g) (i) (h) (ii)
2. (a) Sit down. (b) prepared for tomorrow.  
(c) Tell me. (d) Do not forget  
(e) Listen carefully
3. (a) Oublier (b) S'asseoir (c) Préparer  
(d) Répéter (e) Écouter

**☐ Check Your Progress 3 :**

1. (a) (ii) (b) (i) (c) (ii) (d) (i)  
(e) (ii) (f) (ii) (g) (ii) (h) (i)  
(i) (ii) (j) (ii)
2. (a) Hurry up (b) Take me there  
(c) Where is the exit ? (d) open the door  
(e) Wait outside (f) Count the clothes  
(g) Call a porter
3. (a) Déjeuner (b) Piscine (c) Blanchisserie  
(d) Porter (e) Gare (f) Bagage  
(g) Petit-déjeuner (h) Bienvenue (i) écoutez-moi  
(j) Directeur (k) Le restaurant (l) Boissons.

**☐ Check Your Progress 4 :**

1. (a) (i) (b) (ii) (c) (i) (d) (ii)  
(e) (i) (f) (ii) (g) (i) (h) (ii)  
(i) (i) (j) (ii)
2. (a) je veux (b) Réservez moi  
(c) Prenez-moi (d) Montre-moi  
(e) Suggère moi (f) Je n'aime pas  
(g) Est-ce fermé ? (h) Tu peux y aller.
3. (1) Jeweler (2) Gift (3) Booking office (4) way  
(5) City map (6) platform (7) By plane (8) By train  
(9) Shop (10) Restaurant wagon  
(11) Guide (book) (12) Bus

**3.9 GLOSSARY :****Common Questionnaire**

<b>Habiter</b>	To live
<b>Combien ?</b>	How many / how much ?
<b>Langue</b>	Language
<b>Langue maternelle</b>	Mother tongue
<b>Nationalité</b>	Nationality
<b>Adresse électronique</b>	Email address
<b>Passe temps</b>	Hobby
<b>demeurer / résider</b>	to live/to reside
<b>Comment</b>	How
<b>commencer</b>	To start / begin
<b>Prononcer</b>	To pronounce
<b>Phrase</b>	Sentence
<b>Erreur / faute</b>	Mistake
<b>À présent / maintenant</b>	Now
<b>clair</b>	Clean
<b>Étudier</b>	To study
<b>Blanchisserie</b>	Laundry
<b>fermer</b>	To shut / close
<b>Facilité</b>	Facility / amenities
<b>Apporter</b>	To bring
<b>Verre</b>	Glass
<b>Bureau de tourisme</b>	Tourist office
<b>Plan du guide de la ville</b>	City guide map
<b>Guide</b>	Guide
<b>Agence de voyage</b>	Travel agency
<b>La porte de l'Inde</b>	Gateway of India
<b>Musée</b>	Museum
<b>Autobus</b>	Bus
<b>Wagon–restaurant</b>	Dining car
<b>Réserver</b>	To reserve
<b>Première classe</b>	First–class
<b>Arriver / atteindre</b>	To arrive/to reach
<b>Place</b>	Seat/berth



**French Language**

<b>Indiquer</b>	To suggest
<b>Principal quartier commerçant</b>	Main shopping centre
<b>Magasin sérieux</b>	Dependable shop
<b>Bijoutier</b>	Jeweler
<b>Chere</b>	Expensive
<b>Curio</b>	Curio
<b>Cadeau</b>	Gift
<b>Oublier</b>	To forget
<b>Répéter</b>	To repeat
<b>Domage</b>	To pity
<b>Assayer</b>	To sit
<b>Préparer</b>	To prepare
<b>Accord</b>	Agree
<b>Corriger</b>	To correct
<b>Montrer</b>	To show
<b>amenez-moi</b>	Take me
<b>Convient</b>	Suits
<b>Bagage</b>	Luggage
<b>Piscine</b>	Swimming pool
<b>Club de santé / gym</b>	Health club/gym
<b>Dépêcher</b>	To hurry
<b>portier</b>	Porter
<b>Vêtement</b>	dress/cloth
<b>Compter</b>	To count
<b>Dehors</b>	Outside
<b>Tarif</b>	Fare
<b>Appeler</b>	To call
<b>Chemin</b>	Way
<b>Chemin de fer</b>	Railway
<b>Bureau de location</b>	Booking office
<b>Bureau de renseignements</b>	Enquiry office
<b>Distance</b>	Far
<b>Billet</b>	Ticket
<b>Par avion</b>	By air
<b>Par train</b>	By train

<b>Par la route</b>	By road
<b>Atterrir</b>	To land
<b>Journal</b>	Newspaper
<b>Acheter</b>	To buy
<b>État</b>	State
<b>Magasin officiel</b>	Emporium
<b>Authentique</b>	Genuine
<b>echantillons</b>	sample

### 3.10 ASSIGNMENT :

1. Repondez :
  - (a) Quel est votre nom ?
  - (b) Où habitez-vous ?
  - (c) quel âge avez-vous ?
  - (d) Comment allez-vous ?
  - (e) Quelle heure est-elle ?
  - (f) Parlez-vous français ?
  - (g) Combien de langues parlez-vous ?
  - (h) Quelle est votre langue maternelle ?
  - (i) quelle est votre nationalité ?
  - (j) Quel est votre passe-temps ?
2. Completez :
  - (a) Janvier est le \_\_\_\_\_ mois de l'année.
  - (b) Il y a \_\_\_\_\_ jours dans une semaine.
  - (c) Décembre est le \_\_\_\_\_ mois de l'année.
  - (d) Une année a \_\_\_\_\_ mois.
  - (e) Samedi est le \_\_\_\_\_ jour de la semaine.
  - (f) Juillet est le \_\_\_\_\_ mois de l'année.
  - (g) Il y a \_\_\_\_\_ jours dans un mois.
  - (h) Une année a \_\_\_\_\_ saisons.
3. Trouvez les questions : find the questions for the corresponding answers given below :
  - (a) Ma nationalité est indienne.
  - (b) J'habite à Anand.
  - (c) Il y a sept jours dans une semaine.
  - (d) J'ai vingt-quatre ans.
  - (e) Je suis très bien.
  - (f) J'ai une sœur.
  - (g) Je parle quatre langues.
  - (h) Ma langue maternelle est Bengali.
4. Écrivez le verbe demeurer au imparfait et au passé composé.

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**3.11 ACTIVITY :**

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1. Traduisez en anglais :
  - (a) Comment
  - (b) Combien de
  - (c) Langue
  - (d) Langue maternelle
  - (e) Nationalité
  - (f) Indien
  - (g) Passe-temps
  - (h) Address – électronique
  - (i) Faites attention
  - (j) Clair
  - (k) Faute
  - (l) Savez-vous ?
  - (m) Je ne suis pas
  - (n) Répéter
  - (o) Dommage
  - (p) Corriger
  - (q) Accord
  - (r) Asseyez-vous
  - (s) Aéroport
2. Trouvez la bonne réponse :
  - (a) Ecoutez-moi
    - (i) Listen to me
    - (ii) Listen
  - (b) Directeur
    - (i) Assistant
    - (ii) Manager
  - (c) Message
    - (i) Message
    - (ii) Note
  - (d) Addition
    - (i) Bill
    - (ii) Order
  - (e) Spporter
    - (i) To carry
    - (ii) To bring
  - (f) Boisson
    - (i) Wine
    - (ii) Drinks
  - (g) Bureau
    - (i) Office
    - (ii) Bank
  - (h) Autobus
    - (i) Car
    - (ii) Bus
  - (i) Agence de voyage
    - (i) Travel agency
    - (ii) Travel agent
  - (j) Guichet
    - (i) Booking
    - (ii) Booking office
  - (k) Journal
    - (i) Newspaper
    - (ii) Journal
  - (l) Par avion
    - (i) By air
    - (ii) By road
  - (m) Atterir
    - (i) To land
    - (ii) To fly

- (n) Megasin official  
(i) Official shop      (ii) Emporium  
(o) Authentique  
(i) Genuine      (ii) False

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**3.12 CASE STUDY :**

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1. Traduisez en français :
- |                 |                   |
|-----------------|-------------------|
| (a) Welcome     | (b) Journey       |
| (c) Late        | (d) Exit          |
| (e) Entrance    | (f) Call          |
| (g) Bring       | (h) Luggage       |
| (i) Hurry up    | (j) Far           |
| (k) Fare        | (l) Take me       |
| (m) Single room | (n) Rent          |
| (o) Porter      | (p) Swimming pool |
| (q) Health club | (r) Menu card     |
| (s) Glass       | (t) Cold water    |
| (u) Lanundry    | (v) Outside       |
| (w) Wake me up  | (x) Clothes       |
| (y) Lunch       | (z) Breakfast     |

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**3.13 FURTHER READING :**

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L'interprète Larousse by Richard Silvestri.

Cous de langue et de Civilisation française (bleu) by G. Mauger



**UNIT STRUCTURE**

- 4.0 Learning Objectives
- 4.1 Introduction
- 4.2 Dictation
- 4.3 Question Papers
  - 4.3.1 Trouvez la bonne réponse
  - 4.3.2 Mettez au négative
  - 4.3.3 Mettez la forme correcte de l'adjectif possessif
  - 4.3.4 Mettez la forme correcte du verbe
  - 4.3.5 Mettez les verbes suivants à l'imparfait
  - 4.3.6 Remplacez la tiret par le passé composé
  - 4.3.7 Traduisez en français
  - 4.3.8 Mettez l'adjectif démonstratif convenable ce, cet, cette, ou ces
  - 4.3.9 Mettez la couleur
  - 4.3.10 Choisissez la bonne réponse
  - 4.3.11 Écrivez les cardinaux
  - 4.3.12 Écrivez les ordinaux
  - 4.3.13 Écrivez l'heure
  - 4.3.14 Écrivez le verbe aller au passé composé
  - 4.3.15 Écrivez le verbe manger au imparfait
  - 4.3.16 Traduisez en anglais
  - 4.3.17 Répondez les questions
  - 4.3.18 Mettez au féminin
  - 4.3.19 Mettez au pluriel
  - 4.3.20 Mettez l'adjectif à la fome convenable
  - 4.3.21 Remettez en ordre les mots des phrases
  - 4.3.22 Répondez aux questions
  - 4.3.23 Complétez avec le verbe voir
  - 4.3.24 Trouvez l'intrus (find the odd)
  - 4.3.25 Complete these sentences
- 4.4 Let us Sum Up
- 4.5 Answers for Check Your Progress
- 4.6 Answers for Dictation
- 4.7 Answers of the Question Papers

**4.8 Glossary**

**4.9 Further Reading**

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**4.0 LEARNING OBJECTIVES :**

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- Dictée–dictation.
- Question papers

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**4.1 INTRODUCTION :**

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In this unit, you will be given a dictation and you'll learn how to answer questions from a given passage.

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**4.2 DICTATION :**

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❖ **La maison de M. Vincent à Montréal (Canada) :**

Voici un jardin et des fleurs; dans le jardin, voici une maison blanche, avec un toit rouge et une haute cheminée. Cette maison a un grenier, deux étages, un rez–de–chaussée et une cave. Devant les fenêtres du premier étage, nous voyons un balcon.

Où est le grenier ?

–Il est sous le toit.

Où est la cave ?

Elle est sous le rez–de–chaussée.

Y–a–t–il un garage pour l'auto ?

Oui, le garage est à droite.

A gauche du garage, voici un petit escalier : il a quatre marches. Nous montons cet escalier. Sur la porte nous voyons un nom "François Vincent". Monsieur Vincent habite avec sa famille dans cette maison.

Je sonne. Nous attendons quelque minutes.

❖ **Répondez :**

1. De quelle couleur est la maison ?
2. De quelle couleur est le toit ?
3. Que voyez–vous devant le premier étage ?
4. Où est la cave ?
5. Où est le grenier ?
6. Y–a–t–il un garage ?
7. Y–a–t–il un jardin ?
8. Qui habite dans cette maison ?
9. Y–a–t–il un escalier ?
10. Combien de marches a–t–il ?
11. Que voyez–vous sur la porte ?
12. Sonnez–vous ?
13. Que faites–vous ensuite ?

## French Language

### ❖ Exercices :

1. Mettez à la 3e personne du singulier et à la 1re personne du pluriel.

- (a) Je monte l'escalier. (b) Je suis dans la classe.  
(c) J'ai un bon professeur. (d) Je finis ma dictée  
(e) Je fais mon devoir (f) Je ferme mon cahier  
(g) J'ouvre mon livre.

2. Faites une phrase (sentence) avec les noms :

- (a) Escalier (b) Maison  
(c) Fleur (d) Garage  
(e) Balcon (f) Toit  
(g) Famille

3. Décrivez (describe) votre maison :

4. Mettez l'article défini :

- (a) Image (b) Jardin  
(c) Maison (d) Fleur  
(e) Toit (f) Cheminée  
(g) Étages (h) rez-de-chaussée  
(i) cave (j) fenêtre  
(k) balcon (l) grenier  
(m) garage (n) auto  
(o) escalier (p) marche  
(q) nom (r) famille

5. Complétez avec :

- |                   |           |
|-------------------|-----------|
| • Escalier        | • Maison  |
| • Étages          | • Grenier |
| • rez-de-chaussée | • cave    |
| • toit            | • marches |

Les Vincent ont une grande \_\_\_\_\_ avec un \_\_\_\_\_ rouge.

Elle a un \_\_\_\_\_ et deux \_\_\_\_\_. Il y a une grande \_\_\_\_\_ sous le rez-de-chaussée; il y a un \_\_\_\_\_ au-dessus des deuxième étages. Pour entrer dans la maison, nous montons un \_\_\_\_\_ de quatre \_\_\_\_\_.

### ❑ Check Your Progress – 1 :

1. Choisissez la bonne réponse :

- (a) Jardin  
(i) un (ii) une  
(b) Fleurs  
(i) De (ii) Des

- (c) Maison  
(i) Un (ii) Une
- (d) Cheminée  
(i) Une (ii) Un
- (e) Cave  
(i) Un (ii) Une
- (f) Balcon  
(i) Un (ii) Une
- (g) Grenier  
(i) Un (ii) Une
- (h) Rez-de-chaussée  
(i) Un (ii) Une
- (i) Escalier  
(i) Un (ii) Une
- (j) Famille  
(i) Un (ii) Une
2. Traduisez les mots en français :
- (a) Flower (b) Garden  
(c) House (d) Roof  
(e) Chimney (f) Granary  
(g) Floor (h) Balcony  
(i) Garage (j) Family  
(k) Ground floor
3. Traduisez les mots en anglais :
- (a) Haute (b) Premier étage  
(c) Toit (d) Cave  
(e) Auto (f) Gauche  
(g) Monsieur (h) Maison
4. Faites une phrase avec les mots :
- (a) Maison (b) Famille  
(c) Fleurs (d) Étage
5. Mettez l'article défini :
- (a) Garage (b) Toit  
(c) Escalier (d) Marche.

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### **4.3 QUESTION PAPERS :**

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#### **4.3.1 Trouvez la bonne réponse :**

- (a) Le dernier mois de l'année est \_\_\_\_\_.
- (i) Novembre (ii) Janvier (iii) Décembre



## French Language

- (b) Nous prenons à midi \_\_\_\_\_.
- (i) Petit-déjeuner (ii) Déjeuner (iii) Dîner
- (c) Octobre vient après \_\_\_\_\_.
- (i) Septembre (ii) Novembre (iii) Août
- (d) La première ministre de Bangladesh.
- (i) Mamata Banerjee. (ii) Benazir Bhutto (iii) SK. Hasina
- (e) Taj Mahal est située à l' \_\_\_\_\_.
- (i) France (ii) Inde (iii) Danemark
- (f) Il y a \_\_\_\_\_ saisons dans une année.
- (i) Six (ii) Cinq (iii) Quatre
- (g) La couleur de tableau est \_\_\_\_\_.
- (i) Noire (ii) Noir (iii) Blanche
- (h) Nous habitons à l' \_\_\_\_\_.
- (i) Inde (ii) India (iii) Bharat
- (i) Il y a \_\_\_\_\_ jours dans une semaine.
- (i) Six (ii) Sept (iii) Huit
- (j) Le professeur est \_\_\_\_\_ le tableau.
- (i) Devant (ii) Derrière (iii) Sur
- (k) L'argent de France est \_\_\_\_\_.
- (i) Taka (ii) Pound (iii) Euro
- (l) La capitale de l'Inde est \_\_\_\_\_.
- (i) Delhi (ii) New Delhi (iii) Kolkata.

### 4.3.2 Mettez au négative :

- (a) Son mari est en France.
- (b) Elle est très jeune
- (c) Le Chien est intelligent
- (d) Nous allons au théâtre
- (e) Il parle français

### 4.3.3 Mettez la forme correcte de l'adjectif possessif :

- (a) Les enfants aiment \_\_\_\_\_ parents.
- (b) Je vais au lycée avec \_\_\_\_\_ cousin et \_\_\_\_\_ cousine.
- (c) Anita demeure en France avec \_\_\_\_\_ parents.
- (d) Elle aime beaucoup \_\_\_\_\_ enfants.
- (e) Les élèves regardent \_\_\_\_\_ professeur.

### 4.3.4 Mettez la forme correcte du verbe :

- (1) Nous \_\_\_\_\_ dans la classe. (être)
- (2) Nous \_\_\_\_\_ un excellent professeur. (avoir)
- (3) Ma sœur \_\_\_\_\_ au théâtre. (aller)

(4) Mes parents \_\_\_\_\_ en Angleterre. (demeurer)

(5) Elle \_\_\_\_\_ sa cousine. (aimer)

**4.3.5 Mettez les verbes suivants à l'imparfait :**

(a) Nous avons des moutons

(b) Mon chien m'aime bien.

(c) Taites les fermes sont jolies

(d) Il comprend tout

(e) Je connais tous les bergers du voisinage.

**4.3.6 Remplacez la tiret par le passé composé :**

(a) Hier je \_\_\_\_\_ à la campagne. (aller)

(b) La campagne \_\_\_\_\_ belle. (être)

(c) Ils \_\_\_\_\_ dans les arbres. (chanter)

(d) Je lui \_\_\_\_\_ (parler)

(e) Ma sœur \_\_\_\_\_ le ménage. (faire)

**4.3.7 Traduisez en français :**

(a) She is my friend.

(b) We are in our class.

(c) He lives in Paris.

(d) My mother is in her kitchen

(e) Where do you live ?

**4.3.8 Mettez l'adjectif démonstratif convenable ce, cet, cette, ou ces :**

(a) Qui est \_\_\_\_\_ homme ?

(b) Regardez \_\_\_\_\_ image.

(c) Donnez-moi \_\_\_\_\_ lettres.

(d) Qui est \_\_\_\_\_ demoiselle ?

(e) N'écoutez pas \_\_\_\_\_ garçon ?

**□ Check Your Progress – 2 :**

1. Mettez au négatif :

(a) Elle est belle.

(b) Il a 16 ans.

(c) Sa bouche est rouge.

(d) Le frère de Anil est petit.

(e) Ils parlent français.

(f) Je suis dans la classe.

(g) Nous aimons la glace.

(h) Ritu regarde la télévision.

2. Completez :

(a) La capitale de l'Inde est \_\_\_\_\_.

(b) La capitale de la France est \_\_\_\_\_.

(c) Nous sommes \_\_\_\_\_.

(d) Nous habitons à \_\_\_\_\_.

(e) Ma langue maternelle est \_\_\_\_\_.

(f) Un célèbre monument du l'Inde \_\_\_\_\_.

**French Language**

3. Mettez l'adjectif possessif :
- (a) J'aime \_\_\_\_\_ pays.
  - (b) Nous aimons \_\_\_\_\_ parents.
  - (c) Ells sont dans \_\_\_\_\_ jardin.
  - (d) Il aime \_\_\_\_\_ mère.
  - (e) Je vais à l'école avec \_\_\_\_\_ amis.
  - (f) Vous regardez \_\_\_\_\_ tableau.
  - (g) \_\_\_\_\_ ne zest pointu.
  - (h) Elle aime \_\_\_\_\_ enfants.
4. Mettez l'adjectif démonstratif :
- (a) \_\_\_\_\_ homme.
  - (b) \_\_\_\_\_ fille.
  - (c) \_\_\_\_\_ amis.
  - (d) \_\_\_\_\_ maison.
  - (e) \_\_\_\_\_ chambre.
  - (f) \_\_\_\_\_ oncle.
  - (g) \_\_\_\_\_ règle.
  - (h) \_\_\_\_\_ garçons.

**4.3.9 Mettez la couleur :**

- (a) La table est \_\_\_\_\_.
- (b) La craie est \_\_\_\_\_.
- (c) L'arbre est \_\_\_\_\_.
- (d) Le tableau est \_\_\_\_\_.
- (e) Le ciel est \_\_\_\_\_.

**4.3.10 Choisissez la bonne réponse :**

- (a) \_\_\_\_\_ (how) allez-vous ?
  - (i) Comme
  - (ii) Comment
  - (iii) Quand
- (b) \_\_\_\_\_ (speak) lentement.
  - (i) Parlez
  - (ii) Parler
  - (iii) Parles
- (c) \_\_\_\_\_ (are you) certain ?
  - (i) Faites-vous ?
  - (ii) Dites-vous ?
  - (iii) Êtes-vous ?
- (d) \_\_\_\_\_ (I have) assez le temps.
  - (i) J'ai
  - (ii) Je suis
  - (iii) Je vais
- (e) Je suis \_\_\_\_\_ (happy) de faire votre connaissance.
  - (i) Heureux
  - (ii) Enchanté
  - (iii) Honoré

**4.3.11 Écrivez les cardinaux :**

- (a) 16
- (b) 31
- (c) 59
- (d) 80
- (e) 200

**4.3.12 Écrivez les ordinaux :**

- (a) 1                                      (b) 25                                      (c) 13  
(d) 39                                      (e) 94

**4.3.13 Écrivez l'heure :**

- (a) 12 :00                                      (b) 14 :30                                      (c) 21 :47  
(d) 9 :50                                      (e) 18 :15

**4.3.14 Écrivez le verbe aller au passé composé :**

**4.3.15 Écrivez le verbe manger au imparfait :**

**4.3.16 Traduisez en anglais :**

- (a) Nous avons achete une voiture.  
(b) Ma mère n'aime pas le poisson.  
(c) Je sais jouer du Piano.  
(d) Vivek ira Delhi par avion  
(e) Il jouait au play

**□ Check Your Progress – 3 :**

1. Choisissez la bonne réponse :

- (i) Je suis \_\_\_\_\_ (very) tall.  
(1) Très                                      (2) Mais                                      (3) Tout
- (ii) Je vous \_\_\_\_\_ (ask) pardon.  
(1) Demande                                      (2) Dit                                      (3) Prie
- (iii) J'ai beaucoup de \_\_\_\_\_ (pleasure) de vois revoir.  
(1) Change                                      (2) Plaisir                                      (3) Même
- (iv) Nous ne les \_\_\_\_\_ (call) pas pharmacies.  
(1) Appelons                                      (2) Ailleurs                                      (3) Change
- (v) Mettez cette letter \_\_\_\_\_ (on) la table.  
(1) Sous                                      (2) Dans                                      (3) Sur
- (vi) Je ne \_\_\_\_\_. (see) pas.  
(1) Voyons                                      (2) Savoir                                      (3) Vois
- (vii) Il ne vient \_\_\_\_\_. (never)  
(1) Quand                                      (2) Jamais                                      (3) Comment
- (viii) Je vais vous l \_\_\_\_\_ (write)  
(1) Avez                                      (2) Écrire                                      (3) Retrouvons.

2. Traduisez en français :

- (a) How old are you ?                                      (b) Do you speak Hindi ?  
(c) What is your name ?                                      (d) What time is it ?  
(e) Are you a student ?                                      (f) What is your nationality ?

3. Écrivez le verbe commencer au imparfait :

**French Language**

4. Mettez au féminin :
- (a) Gros                      (b) Long                      (c) Petit  
(d) Bas                      (e) Facile                      (f) Chanteur  
(g) Premier                      (h) Vieil
5. Écrivez les pluriels :
- (a) Mon ami                      (b) Notre professeur  
(c) Son fils                      (d) Mon couteaux  
(e) Le nez                      (f) Une maison  
(g) L'arbre                      (h) Beau- frère

**4.3.17 Répondez les questions :**

- (a) Quel est votre nom ?  
(b) Quel âge avez-vous ?  
(c) Où habitez-vous ?  
(d) Parlez-vous français ?  
(e) Quelle est votre langue maternelle ?

**4.3.18 Mettez au féminin :**

- (a) Le boulanger est gentil  
(b) L'acteur est beau.  
(c) Le chanteur est joli  
(d) Le secrétaire est intelligent.  
(e) Le vendeur est mince.

**4.3.19 Mettez au pluriel :**

- (a) La femme est Chinoise.  
(b) Le garçon est beau.  
(c) Il a un chapeau noir.  
(d) L'ami de Manisha est indien.  
(e) L'homme est français.

**4.3.20 Mettez l'adjectif à la forme convenable :**

- (a) Les filles sont \_\_\_\_\_. (intelligent)  
(b) La maison est \_\_\_\_\_. (grand)  
(c) Les professeurs sont \_\_\_\_\_. (espagnole)  
(d) Regardez \_\_\_\_\_ image. (joli)  
(e) La chambre est \_\_\_\_\_ (petit)

**4.3.21 Remettez en ordre les mots des phrases :**

- (a) Est / le / de / pilote / Arun / frère.  
(b) Ne / elle / parle / anglaise / pas.  
(c) Ans / je / pas / ai / n' / neuf.  
(d) Mécanicien / des / répare / le / voiture.  
(e) Boucher / très / sympathique / le / est.

**4.3.22 Répondez aux questions :**

- (a) Combien de mois y-a-t-il dans une année ?
- (b) Nommez les douze mois de l'année ?
- (c) Combien de jours y-a-t-il dans une semaine ?
- (d) Nommez les jours de la semaine.
- (e) Nommez les quatre saisons.

**4.3.23 Complétez avec le verbe voir :**

- (a) Je \_\_\_\_\_ un tigre dans le zoo.
- (b) Nous \_\_\_\_\_ un oiseau dans l'arbre.
- (c) Ils \_\_\_\_\_ des poissons.
- (d) Il \_\_\_\_\_ des éléphants dans la forêt.
- (e) Vous \_\_\_\_\_ un chat sous la table.

**4.3.24 Trouvez l'intrus. (find the odd) :**

- (a) Salon, salle de bains, cuisine, homme.
- (b) Craie, crayon, maison, gomme.
- (c) Semaine, année, saison, horloge.
- (d) Lundi, Samedi, jeudi, Dimanche.
- (e) Porte, la fenêtre, chambre, crayon.

**4.3.25 Complete these sentences :**

- (a) Nous \_\_\_\_\_ à Belgium. (live)
- (b) Elle \_\_\_\_\_ à Dubai. (work)
- (c) Il \_\_\_\_\_ (travels).
- (d) Je \_\_\_\_\_ deux langues. (speak)
- (e) Ils \_\_\_\_\_ la télévision. (watch)

**□ Check Your Progress – 4 :**

1.
  - (a) Écrivez les noms de douze mois :
  - (b) Combien de saisons y-a-t-il dans une année ?
  - (c) Combien de jours y-a-t-il dans un mois ?
  - (d) Où habitez-vous ?
  - (e) Combien d'états(state) dans notre pays(country) ?
  - (f) Écrivez les noms de sept jours.
2. Trouvez l'intrus
  - (a) Médecin/ professeur/ journaliste/ journal.
  - (b) Tableau/ banc/ chaise/ porte
  - (c) Cuisine/ chambre/ salon/ jardin
  - (d) l'année/ saison/ Janvier/ mois.
  - (e) Le soleil/ la lune/ jour/ l'étoiles
  - (f) Gros/ mince/ grand/ ami

## French Language

- (g) Rouge/ couleur/ jaune/ vert  
(h) Printemps/ mars/ automne/ hiver.
3. Conjuguez ces verbes :  
(a) Sortir au présent  
(b) Aller au future
4. Traduisez en français :  
(a) To live                      (b) To buy                      (c) To sell  
(d) To eat                      (e) To drink                      (f) To work
- 

### 4.4 LET US SUM UP :

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This unit is a great fun for those learners who has studied and understood the entire course. In this unit there are practice questions and learner is expected to attempt all the questions in order to reinforce the learning and check their progress.

There is no assignment and activity after this unit because there is enough of practice material within the unit.

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### 4.5 ANSWERS FOR CHECK YOUR PROGRESS :

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#### ☐ Check Your Progress 1 :

1. (a) (i)                      (b) (ii)                      (c) (ii)                      (d) (i)  
(e) (ii)                      (f) (i)                      (g) (i)                      (h) (i)  
(i) (i)                      (j) (ii)
2. (a) Fleur                      (b) Jardin                      (c) loger                      (d) Toit  
(e) Cheminée                      (f) Grenier                      (g) Étage                      (h) Balcon  
(i) Garage                      (j) Famille                      (k) Rez-de-chaussée
3. (a) High                      (b) First floor                      (c) Roof  
(d) Cellar/underground room                      (e) Auto/bus  
(f) Left                      (g) Mr.                      (h) House
4. (a) Nous avons une grande maison.  
(b) Nous habitons avec notre famille.  
(c) Il y a beaucoup de fleurs dans notre jardin.  
(d) La chambre de nos parents est au premier étage.
5. (a) Le                      (b) Le                      (c) L'                      (d) La

#### ☐ Check Your Progress 2 :

1. (a) Elle n'est pas belle.                      (b) Il n'a pas 16 ans.  
(c) Sa bouche n'est pas rouge.                      (d) Le frère de Anil n'est pas petit.  
(e) Ils parlent pas français.                      (f) Je ne suis pas dans la classe.  
(g) Nous n'aimons pas la glace.                      (h) Ritu ne regarde pas la télévision.
2. (a) New Delhi.                      (b) Paris                      (c) Indiens  
(d) L'Inde.                      (e) Bengali.                      (f) Taj Mahal  
(g) Narendra Modi                      (h) Juillet

3. (a) Ma (b) Nos (c) Leur (d) Sa  
(e) Mes (f) Votre (g) Mon (h) Ses
4. (a) Cet (b) Cette (c) Ces (d) Cette  
(e) Cette (f) Cet (g) Cette (h) Ce

☐ **Check Your Progress 3 :**

1. (a) (i) (b) (i) (c) (ii) (d) (i)  
(e) (iii) (f) (i) (g) (ii) (h) (ii)
2. (a) Quel âge avez-vous ? (b) Parlez-vous Hindi ?  
(c) Quel est ton nom ? (d) Quelle heure est-il ?  
(e) Êtes-vous un étudiant ? (f) Quelle est votre nationalité ?
3. Je commençais Tu commençais  
Elle commençait Il commençait  
Nous commençons Vous commencez  
Elles commençaient Ils commençaient
4. (a) Grosse (b) Longue (c) Petite (d) Basse  
(e) Facile (f) Chanteuse (g) Première (h) Vieille.
5. (a) Mes amis (b) Nos professeurs.  
(c) Ses fils. (d) Mes couteaux  
(e) Les nez (f) Des maisons.  
(g) Les arbres (h) Beaux- frères.

☐ **Check Your Progress 4 :**

1. (a) Janvier, Février, mars, avril, mai, juin, juillet, août, septembre, octobre,  
novembre, décembre  
(b) Il y a quatre saisons dans une année.  
(c) Il y a trente jours dans un mois.  
(d) J'habite à Kolkata.  
(e) Il y a vingt-huit- États dans notre pays.  
(f) Lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche.
2. (a) Journal (b) Porte (c) Jardin (d) Janvier  
(e) Jour (f) Ami (g) Couleur (h) Mars
3. (a) Je sors. Tu sors. Elle sort Il sort  
Nous sortons Vous sortez Elles sortent Ils sortent  
(b) J'irai Tu iras Elle ira Il ira  
Nous irons Vous irez Elles iront Ils iront
4. (a) Habiter (b) Acheter (c) Vendre  
(d) Manger (e) Boire (f) Travailler

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**4.6 ANSWERS FOR DICTATION :**

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❖ **Répondez :**

1. La maison est blanche.



## French Language

2. Le toit est rouge.
3. Devant le premier étage nous voyons un balcon.
4. La cave est sous le rez-de-chaussée.
5. Le grenier est sous le toit.
6. Oui, il y a un garage.
7. Oui, il y a un jardin.
8. M. Vincent habite avec sa famille dans cette maison.
9. Oui, il y a un escalier.
10. Il y a quatre marche.
11. Sur la porte, nous voyons un nom "François Vincent".
12. Oui, je sonne.
13. Nous attendons quelque minutes.

### ❖ Exercices :

1. (a) Il monte l'escalier. – 3e personne du singulier.  
Nous montons l'escalier – 1er personne du pluriel.
  - (b) Il est dans la classe.  
Nous sommes dans la classe.
  - (c) Il a un bon professeur.  
Nous avons un bon professeur.
  - (d) Il finit sa dictée  
Nous finissons notre dictée.
  - (e) Il fait son devoir.  
Nous Faisons snotre devoir.
  - (f) Il ferme son cahier.  
Nous fermons notre cahier.
  - (g) Il ouvre son livre  
Nous ouvrons notre livre.
2. (a) Nous avons escalier dans notre maison.
  - (b) Notre maison est grande.
  - (c) Il y a beaucoup de fleurs dans notre maison.
  - (d) Y a-t-il un garage dans votre maison ?
  - (e) Le toit est rouge.
  - (f) Nous habitons avec notre famille dans cette maison.
3. (a) Nous avons une grande maison. Dans notre maison, il y a quatre chambre un salon, une cuisine, trois salle de bains, deuz balcons. Notre maison a une étage. Il y a un jardin et un garage devant notre maison. L'aime beaucoup notre maison.
4. (a) L'image (b) Le jardin (c) La maison  
(d) La fleur (e) Le toit (f) La cheminée  
(g) Les étages (h) Le rez-de-chaussée (i) La cave

- (j) La fenêtre                      (k) Le balcon                      (l) Le grenier  
(m) Le garage                      (n) L'auto                      (o) L'escalier  
(p) La marche                      (q) Le nom                      (r) La famille
5. (a) Maison                      (b) toit                      (c) rez-de-chaussée  
(d) étages                      (e) cave                      (f) grenier  
(g) marches

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**4.7 ANSWERS OF THE QUESTION PAPERS :**

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- 4.3.1** (a) (ii)                      (b) (ii)                      (c) (i)                      (d) (iii)  
(e) (ii)                      (f) (iii)                      (g) (ii)                      (h) (i)  
(i) (ii)                      (j) (i)                      (k) (iii)                      (l) (ii)
- 4.3.2** (a) Son mari n'est pas en France. (b) Elle n'est pas très jeune.  
(c) Le chien n'est pas intelligent. (d) Nous n'allons pas au théâtre.  
(e) Il ne parle pas français.
- 4.3.3** (a) Leurs                      (b) Mon, ma                      (c) Ses  
(d) Ses                      (e) Leur
- 4.3.4** (a) Sommes                      (b) Avons                      (c) Va  
(d) Demeurent                      (e) Aime
- 4.3.5** (a) Nous avons des montons.                      (b) Mon chien m'aiment bien.  
(c) Toutes les fermes étaient jolies. (d) Il comprenait tout.  
(e) Je connaissais tous les bergers du voisinage.
- 4.3.6** (a) Suis allé                      (b) A étv                      (c) Ont chanté  
(d) Ai parlé                      (e) A fait
- 4.3.7** (a) Elle est mon amie.                      (b) Nous sommes dans notre classe.  
(c) Il habite à Paris.                      (d) Ma mère est dans sa cuisine  
(e) Où habitez-vous ?
- 4.3.8** (a) Cet                      (b) Cette                      (c) Ces  
(d) Cette                      (e) Ce
- 4.3.9** (a) Brune                      (b) Blanche                      (c) Vert  
(d) Noir                      (e) Bleu
- 4.3.10** (a) (ii)                      (b) (i)                      (c) (iii)  
(d) (i)                      (e) (i)
- 4.3.11** (a) Seize                      (b) Trente et un                      (c) Cinquante-neuf  
(d) Quatre-vingts                      (e) Deux-cents.
- 4.3.12** (a) Premier/première                      (b) Vingt-cinquième  
(c) Treizième                      (d) Trente-neuvième  
(e) Quatre-vingt-quatorzième.
- 4.3.13** (a) Il est midi  
(b) Il est quatorze heures et demie.  
(c) Il est vingt et un heures quarante-sept

**French Language**

- (d) Il est neuf heures cinquante.  
(e) Il est dix-huit heures quinze/quart
- 4.3.14** (a) je suis allée (b) tu es allée  
(c) il/elle on est allée (d) nous sommes allées  
(e) vous êtes allées (f) ils/elles sont allées
- 4.3.15** (a) je mangeais (b) tu mangeais  
(c) il/elle on mangeait (d) nous mangions  
(e) vous mangiez (f) ils/elles mangeaient
- 4.3.16** (a) We bought a car. (b) My mom doesn't like fish.  
(c) I know how to play the Piano. (d) Vivek will go Delhi by plane  
(e) He was playing play
- 4.3.17** (a) Mon nom est Mukesh Bhatt (b) J'ai vingt-cinq ans.  
(c) J'habite à Anand. (d) Oui, je parle français.  
(e) Ma langue maternelle est Bengali.
- 4.3.18** (a) La boulangère est gentile. (b) L'actrice est belle  
(c) La chanteuse est jolie. (d) La secrétaire est intelligente.  
(e) La vendeuse est mince.
- 4.3.19** (a) Les femmes sont chinoises. (b) Les garçons sont beaux.  
(c) Ils ont des chapeaux noirs. (d) Les amis de Manisha sont indiens.  
(e) Les hommes sont français.
- 4.3.20** (a) Intelligentes (b) Grande (c) Espagnols  
(d) Jolie (e) Petite
- 4.3.21** (a) Le frère de Arun est pilote.  
(b) Elle ne parle pas anglais.  
(c) Je n'ai pas neu fans.  
(d) Le mécanicien réparer des voitures  
(e) Le boucher est très sympathique.
- 4.3.22** (a) Il y a douze mois dans une année.  
(b) Janvier, Février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre  
(c) Il y a sept jours dans une semaine.  
(d) Lundi mardi, mercredi, jeudi, vendredi, Samedi, Dimanche.  
(e) Le printemps, L'été, L'automne, L'hiver.
- 4.3.23** (a) Vois (b) Voyons (c) Voient (d) Voyez
- 4.3.24** (a) Homme (b) Maison (c) Horloge  
(d) Juin (e) Crayon
- 4.3.25** (a) Habitons (b) Travaille (c) Voyage  
(d) Parle (e) Regardant

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**4.8 GLOSSARY :**

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- |           |          |                |
|-----------|----------|----------------|
| • Voici   | • Jardin | • Fleur        |
| • Maison  | • Haute  | • Chimney      |
| • Granary | • Floor  | • Ground floor |

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**4.12 FURTHER READING :**

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L'interprète Larousse by Richard Silvestri.

Cours de langue et de Civilisation française (bleu) by G. Mauger



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**BLOCK SUMMARY :**

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In this block you have learnt about the different types of tenses, formation of the verbs from the root, third group verb, modal verbs and most common questions and answers. Last unit is focusing on students practice and entire unit is dedicated for this purpose only. The learner is expected to practice all questions in this unit. Since it is a practice unit there is no requirement of assignment and activity.

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**BLOCK ASSIGNMENT :**

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**SET I**

1. Écrivez le verbe aller au future:
2. Traduisez en français:
  - a. He will repair the car.
  - b. Amit will play tennis.
  - c. She will write a letter to her mother.
  - d. They will visit the museum.
  - e. The office will organize a meeting.
  - f. They will go to international conference.
  - g. She will finish her letter.
  - h. We will go to the theatre next week.
3. Conjuguez les verbes:
  - a. Ils \_\_\_\_\_ l'autobus. (attendre)
  - b. Vous \_\_\_\_\_ votre mère. (attendre)
  - c. Je \_\_\_\_\_ mon vélo (vendre)
  - d. Nous \_\_\_\_\_ notre maison. (vendre)
  - e. Tu \_\_\_\_\_ l'escalier. (descendre)
  - f. Je \_\_\_\_\_ mon petit déjeuner à huit heures. (prendre)
  - g. Les élèves \_\_\_\_\_ aux questions. (répondre)
  - h. J' \_\_\_\_\_ ta voix (entendre)
  - i. Vous \_\_\_\_\_ votre mère. (attendre)
  - j. Son frère \_\_\_\_\_ des journaux. (vendre)
4. Traduisez en français:
  - a. He bought a French book.
  - b. Ajay, you were absent yesterday.
  - c. We ate together in a restaurant.
  - d. I have done my homework.
  - e. We have finished the report.
  - f. They will come tomorrow.
  - g. I shall tell a story.

5. Trouvez l'intrus. (find the odd)
- Salon, salle de bains, cuisine, homme.
  - Craie, crayon, maison, gomme.
  - Semaine, année, sasion, horloge.
  - Lundi, Samedi, juin, Dimanche.
  - Porte, la fenêtre, chambre, crayon.
6. Mettez au négatif:
- Elle est belle.
  - Il a 16 ans.
  - Sa bouche est rouge.
  - Le frère de Anil est petit.
  - Ils parlent français.
  - Je suis dans la classe.
  - Nous aimons la glace.
  - Il regarde la télévision.
7. Répondez:
- Parlez-vous français?
  - Combien de langues parlez-vous?
  - Quel est votre nom?
  - Quelle est votre nationalité?
8. Choisissez la bonne réponse:
- Commencer
    - To start
    - To stop
  - Écrire
    - To read
    - To write
  - Prononcer
    - To pronounce
    - To start
  - Dire
    - To read
    - To say
  - Comment
    - How
    - How much
9. Écrivez au passé composé:
- Diksha entre dans la chambre à coucher.
  - Mme Vincent descend dans la salle à manger.
  - Les étudiants vont à l'école.
  - Ils sortent de la classe à onze heures.
  - La maîtresse arrive à neuf heures.
  - Vincent revient à midi.
10. Trouvez les questions: find the questions for the corresponding answers given below:
- Ma nationalité est indienne.
  - J'habite à Anand.
  - Il y a sept jours dans une semaine.
  - J'ai vingt-quatre ans.
  - Je suis très bien.

1. Traduisez en français :

- |                 |                   |
|-----------------|-------------------|
| (a) Welcome     | (b) Journey       |
| (c) Late        | (d) Exit          |
| (e) Entrance    | (f) Call          |
| (g) Bring       | (h) Luggage       |
| (i) Hurry up    | (j) Far           |
| (k) Fare        | (l) Take me       |
| (m) Single room | (n) Rent          |
| (o) Porter      | (p) Swimming pool |
| (q) Health club | (r) Menu card     |
| (s) Glass       | (t) Cold water    |
| (u) Lanundry    | (v) Outside       |
| (w) Wake me up  | (x) Clothes       |
| (y) Lunch       | (z) Breakfast     |

2. Traduisez en français :

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| (a) We shall go to Rome.             | (b) My uncle is a lawyer.        |
| (c) The sun is shining now.          | (d) I know that gentleman.       |
| (e) She was living in a village.     | (f) She swept the house.         |
| (g) What book are you reading ?      | (h) What is the lesson ?         |
| (i) Show them that letter.           | (j) Is Amrita in the Kitchen ?   |
| (k) Do you think about your lesson ? | (l) I have finished my homework. |

3. Écrivez au passé composé :

- (a) Diksha entre dans la chambre à coucher.
- (b) Mme Vincent descend dans la salle à manger.
- (c) Les étudiants vont à l'école.
- (d) Ils sortent de la classe à onze heures.
- (e) La maîtresse arrive à neuf heures.
- (f) Vincent revient à midi.