

The Production of the Sequence *-UI-* by Francophone Learners of English

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This paper considers the renderings of the sequence *-UI-* by Cameroonian, Gabonese, and native French users learning English with the view to finding out whether French users speaking different L1s pronounce this sequence in different or similar ways. The data were recordings of items containing *-UI-* and the contrastive method of analysis was used. It was found that this sequence is rendered in two ways by the learners. Besides, different L2 French-speaking learners tend to pronounce it in the same ways and so do L2 and L1 French-speaking learners. It can therefore be hypothesised that Francophone speakers tend to draw more from French when they speak English than from their respective L1s.

Keywords: L3 English learner, France, Cameroon, Gabon, consonant, vowel

Introduction

Francophone learners of English fall into the Expanding Circle of Kachru's Concentric Circles (Kachru, 1983). These learners tend to get in contact with the language via the written medium and in the process they find it difficult to keep spelling and pronunciation apart. This study sets out to check the realisations of the sequence of vowel letters *-UI-* by these learners. This sequence is chosen because it is generally pronounced in one or two ways in French and in at least eight different ways in English. The questions underlying the exercise are as follows:

(1) How is the sequence *-UI-* pronounced by Francophone learners of English from Cameroon, Gabon, and France?

(2) Are there any differences between the renderings of this sequence by L2 French-using learners of English speaking different L1s?

(3) Are there any differences between the renderings of this sequence by L1 and L2 French-speaking learners of English?

The work is divided into three sections labelled review of literature, method and data collection, and results. These are considered in turn.

Review of Literature

French-medium schools all over the world are considering offering English as a compulsory subject. In

some countries like Chad and Gabon, this English subject is introduced at the secondary school level while in others like Cameroon it comes in on the first day of primary school. By the time Francophone pupils reach *Terminale* (Upper Sixth Form), they will have had at least six years of tuition in English. The English language production of these Francophone learners is under-researched; works on the level of phonology in particular are rare. One seminal study of this variety of English was carried out by Walter (1987). Using RP (Received Pronunciation) as a model, he examined the articulation of English vowels by French speakers and made the following eight observations:

- (1) The pairs /i:/ and /ɪ/ are merged, which causes the words “leave” and “live” to be mixed up;
- (2) /ʌ/ surfaces as /ə/ in a word like “much”;
- (3) /u:/ and /ʊ/ are merged, causing the pair “pool” and “pull” to be mixed;
- (4) /ɒ/ is often unrounded and, as a result, “not” sounds like “nut”;
- (5) /ɔ:/ and /əʊ/ are realised as /o/, causing “naught” and “note” to sound alike;
- (6) /æ/ is realised in various ways, causing “bank” to sound like “bunk” and “pat” to surface as “pet”;
- (7) /eɪ/ is sometimes monophthongised into /e/, causing “paper” and “pepper” to be homophonous. As /æ/ may also be rendered as /e/, “mad” and “made” tend to sound alike;
- (8) Other diphthongs have both their components pronounced with equal force and length, causing for example /aɪ/ to surface as /aji/ and /aʊ/ to come out as /awu/.

A few researchers (Abang, 2000; Kouega, 2009; 2013; Ombouda Onana, 2010; Khan, 2012; Tagne Safotso, 2012 to name only these) have examined the vowel system of the English of francophones in Cameroon, contrasting it with that of RP English. A total of 24 oral vowels and six nasal ones were thus identified. These are listed below (see Table 1).

Table 1

Francophone English Vowel System

Francophone English phonemes	Illustrative words	RP	Francophone English renderings
Vowels monophthongs			
/i/	style	/stail/	/stil/
/e/	special	/speʃl/	/spesial/
/ɛ/	dirty	/dɜ:tɪ/	/deti/
/a/	manage	/mænɪdʒ/	/manaʒ/
/ɔ/	open	/əʊpn/	/ɔpen/
/o/	go	/gəʊ/	/go/
/u/	doubt	/daʊt/	/dut/
/y/	bus	/bʌs/	/bys/
/æ/	brother	/brʌðə/	/bRɔdœR/ (occasionally /bRɔdɛR/ or /bRɔda/
Diphthongs			
/ie/	nearly	/nɪəli/	/nieli/
/iɛ/	fear	/fiə/	/fiɛ/ (also /fia/)
/ia/	diameter	/daɪæmɪtə/	/diameta/ (occasionally /diametœR/)
/iɔ/	interior	/ɪntɪəriə/	/ɛ̃teRiɔ/
/ea/	theatre	/θɪətə/	/teatR/
/eɔ/	theory	/θɪəri/	/teɔRi/
/ae/	aeronaut	/ɛəɾənɔt/	/aeronɔt/

(table 1 continued)

Francophone English phonemes	Illustrative words	RP	Francophone English renderings
Diphthongs			
/aɔ/	house	/haʊs/	/aɔs/
/ao/	how	/haʊ/	/ao/ (also /hao/)
/ɔi/	boy	/bɔɪ/	/bɔi/
/oa/	boa	/bəʊə/	/boa/
/oe/	toe	/təʊ/	/toe/
/uɔ/	poor	/pʊə/	/puɔ/ (also /pua/ or /puɛ/)
/ya/	usually	/juːʒəli/	/yzuali/
/ye/	cruel	/kruəl/	/kRyɛl/
Nasal vowels			
/ɛ̃/	injure	/ɪndʒə/	/ɛ̃ʒyR/
/ɑ̃/	central	/sentrəl/	/sɑ̃tRəl/
/ɔ̃/	Monday	/mʌndɪ/	/mɔ̃de/
/iʃ/	television	/tɛlɪvɪʒn/	/televiziʃ/
/aʃ/	pound	/paʊnd/	/paʃd/
/ɔ̃/	coincide	/kəʊɪnsaɪd/	/kɔ̃ɛ̃sid/ (occasionally /koinsid/)

The present study contrasts Francophone English with RP, even though it is regarded today as outdated and does no longer represent general English speech. Cruttenden (2014), for example, has used it in seven of the eight editions of his work on English pronunciation and has reported some changes in the eight edition of this same work. Similar changes are pointed out in the OED (Oxford English Dictionary) (2016). As far as this work is concerned, the symbols used to represent RP symbols are those used in the 2016 edition of the Cambridge Advanced Learner's Dictionary (2016), which combines the written transcriptions of words with their on-line oral renditions. As for the symbols used to represent the pronunciation of French, they are those of the IPA (International Phonetic Association); the variety of French targeted by the informants is that reported in the DGRC (Dictionnaire Le Grand Robert & Collins) (2015), i.e., standard Parisian French.

Method and Data Collection

The informants for this study were contacted in Cameroon and Gabon and were selected on the basis of three criteria. First, they had to be French-speaking learners of English. Second, they had to be pupils in the class of *Terminale*, i.e., pupils completing secondary school level. Third, they had to have started learning English in *Sixième* (Form I), i.e., the first year of secondary school education, which makes the length of their exposure to English be around seven years. All pupils who did not meet these three requirements were excluded. In addition, Cameroonians who claimed not to speak an indigenous language were excluded and so were Gabonese. The L1 French informants were expatriates' children attending a French-medium secondary school in Yaounde, Cameroon. A total of 30 informants were met, 10 for each of the three groups. In short, these 30 informants had everything in common except that they had different L1 backgrounds, i.e., native French, a native Cameroonian language, and a native Gabonese language.

Between January and March 2014, these informants were contacted near their school premises by the researcher. They were taken up individually on separate occasions, usually at break time at 10 a.m. or at closing time around 3 p.m. while they were waiting for their parents to pick them up. Those who were willing to listen

were told about the investigation and what was required of them. They were given a copy of the 46 sentences in the Appendix and were told that the reading, which was to be recorded, was to take five to ten minutes. They were asked to first read the sentences slowly to themselves and then aloud to ensure high recording quality. The tape recorder was an ordinary Sonny IPAD placed at close range. The exercise continued till the target of 10 informants for each group was attained.

Results

The sequence *-UI-* is rendered in English in at least nine different ways which may be grouped into four categories: monophthongs, diphthongs and triphthongs, sequences of consonant+vowel or vowel+vowel, and lastly Yod insertion. These renderings are considered in turn.

-UI- Realised as a Monophthong

This sequence of letters may be rendered by the high monophthongs /u:/ and /ɪ/. The high back vowel /u:/ occurs in such words as “bruise”, “fruit”, “juice”, “suitable”, “suitor”, and “unfruitful” to cite only these, as shown in Table 2 where Group 1 refers to pupils from Cameroon, Group 2 Gabon, and Group 3 France.

Table 2

Rendering of -UI- as /u:/

Words	RP	Francophone learners' English					
		Group 1	N (%)	Group 2	N (%)	Group 3	N (%)
bruise	bru:z	bRqiz	10 (100%)	bRqiz	10 (100%)	bRqiz	10 (100%)
fruit	fru:t	fRqi	10 (100%)	fRqi	10 (100%)	fRqi	10 (100%)
juice	dʒu:s	ʒqis	10 (100%)	ʒqis	10 (100%)	ʒqis	10 (100%)
suitable	'su:təbl	sqi'teblə	10 (100%)	sqi'teblə	10 (100%)	sqi'tebl	10 (100%)
suitor	'su:tə	sqi'təR	10 (100%)	sqi'təR	10 (100%)	sqi'təR	10 (100%)
unfruitful	ʌn'fru:tfl	ʃfRqi'fyl	10 (100%)	ʃfRqi'fyl	10 (100%)	ʃfRqi'fyl	10 (100%)

As these renderings show, *-UI-* is systematically pronounced by the three groups of informants as /qi/, a sequence consisting of the semi-consonant /q/ followed by the oral vowel /i/. This can be traced back to the renderings of such French words as *huile* (oil), *lui* (him), and *puits* (a well), which occur in the sentences numbered 1 to 8 in the Appendix. From these renderings alone, one can claim that native French learners of English tend to draw from their L1 French when speaking English; similarly, non-native French learners of English tend to draw from their L2 French, not their respective L1s, when speaking English.

The high front vowel /ɪ/ is used in words like “building”, “guilty”, “guitar”, and “guinea-pig” as Table 3 shows.

Table 3

Rendering of -UI- as /ɪ/

Words	RP	Francophone learners' English					
		Group 1	N (%)	Group 2	N (%)	Group 3	N (%)
building	'bɪldɪŋ	'bɪldɪn	8 (80%)	'bɪldɪn	10 (100%)	'bɪldɪn	7 (70%)
		'bɪldɪn	2 (20%)			'bɪldɪn	3 (30%)
guinea-pig	'ɡɪni 'pɪɡ	'ɡɪneə 'pɪk	10 (100%)	'ɡɪneə 'pɪk	10 (100%)	'ɡɪneə 'pɪk	10 (100%)
guilty	'ɡɪltɪ	'ɡɪltɪ	10 (100%)	'ɡɪltɪ	10 (100%)	'ɡɪltɪ	10 (100%)
guitar	ɡɪ'ta:	ɡɪ'taR	10 (100%)	ɡɪ'taR	10 (100%)	ɡɪ'taR	10 (100%)

In the word “building”, *-UI-* tends to be replaced by the sequence /ɪ/ in the speech of most Francophone learners. It is pronounced /i/ in the words “guinea-pig”, “guilty”, and “guitar”; this is an instance of positive transfer. Actually, the sequence of letters *GUI* is generally pronounced /gi/ in French, as the words *guichet* (counter), *guide* (guide), and *guillemet* (inverted coma) show.

***-UI-* Realised as a Diphthong and a Triphthong**

This sequence may also be pronounced /aɪ/ and /aɪə/. It is realised as /aɪ/ in words like “disguise”, “guide”, “misguided”, and “quite” as shown in Table 4.

Table 4

Rendering of -UI- as /aɪ/

Words	RP	Francophone learners' English					
		Group 1	N (%)	Group 2	N (%)	Group 3	N (%)
disguise	dɪs'gaɪz	dɪs'gɪz	10 (100%)	dɪs'gɪz	10 (100%)	dɪs'gɪz	10 (100%)
guide	ɡaɪd	ɡɪd	10 (100%)	ɡɪd	10 (100%)	ɡɪd	10 (100%)
misguided	mɪs'ɡaɪdɪd	mɪs'gɪd	10 (100%)	mɪs'gɪd	10 (100%)	mɪs'gɪd	10 (100%)
quite	kwaɪt	kwaɪt	8 (80%)	kwaɪt	7 (70%)	kwaɪt	9 (90%)
		kwaɪt	2 (20%)	kwaɪt	3 (30%)	kwaɪt	1 (10%)

As can be seen, the vast majority of the learners (70 to 90%) pronounced the *-UI-* sequence in the word “quite” as expected. However, this sequence is systematically rendered as /ɪ/ instead of /aɪ/ in many words including “disguise”, “guide”, and “misguided”.

-UI- is also realised as /aɪə/ in “quiet”, “acquire”, “inquiry”, and “require”. In the latter three words, pre-R breaking (Wells, 1982, p. 214) is applied in RP as shown in Table 5.

Table 5

Rendering of -UI- as /aɪə/

Words	RP	Francophone learners' English					
		Group 1	N (%)	Group 2	N (%)	Group 3	N (%)
quiet	kwaɪət	kwajet	9 (90%)	kwajet	8 (80%)	kwajet	8 (80%)
		kiet	1 10%	kiet	2 (20%)	kiet	2 (20%)
acquire	ə'kwaɪə	a'kwaja	10 (100%)	a'kwaja	10 (100%)	a'kwaja	10 (100%)
inquiry	ɪn'kwaɪəri	'ɛkwaRi	10 (100%)	'ɛkwaRi	10 (100%)	'ɛkwaRi	10 (100%)
require	rɪ'kwaɪə	Ri'kwaja	10 (100%)	Ri'kwaja	10 (100%)	Ri'kwaja	10 (100%)

The word “quiet” tends to be pronounced in two ways, i.e., /kwajet/ and /kiet/. In the first rendering, the triphthong /aɪə/ is targeted but the sequence /ajɛ/ is attained whereas in the second rendering, spelling pronunciation causes the foreign diphthong /iɛ/ to surface. In the words “acquire” and “require”, the triphthong /aɪə/ is realised as /aja/. Interestingly, /aɪə/ in the word “inquiry” is monophthongised to /a/.

***-UI-* Realised as a Sequence of Consonant+Vowel or Vowel+Vowel**

The combination *-UI-* may be rendered as /wɪ/ and /u:ɪ/. First, it is usually pronounced /wɪ/ (consonant+vowel) when preceded by the velars /g/ as in “anguish”, /k/ as in “quick”, or by the fricative /s/ as in “suite”. Other combinations beginning with *U* like *-UA-* in “persuade” behave the same.

Table 6

Rendering of -UI- as /wɪ/

Words	RP	Francophone learners' English					
		Group 1	N (%)	Group 2	N (%)	Group 3	N (%)
anguish	'æŋɡwɪʃ	ã'giʃ	10 (100%)	ã'giʃ	10 (100%)	ã'giʃ	10 (100%)
suite	swi:t	'sɥitə	10 (100%)	'sɥitə	10 (100%)	sɥit	10 (100%)
quick	kwɪk	kwik	10 (100%)	kwik	10 (100%)	kwik	10 (100%)
equip	ɪ'kwɪp	e'kip	10 (100%)	e'kip	10 (100%)	e'kip	10 (100%)
squirrel	'skwɪrəl	'skiReɪ	10 (100%)	'skiReɪ	10 (100%)	'skiReɪ	10 (100%)
liquid	'lɪkwɪd	li'kid	10 (100%)	li'kid	10 (100%)	li'kid	10 (100%)
prerequisite	pri'rekwɪzɪt	pReRe ki'zit	10 (100%)	pReRe ki'zit	10 (100%)	pReRe ki'zit	10 (100%)

In the speech of francophones, RP /wɪ/ is pronounced /i/ when *-UI-* is preceded by a velar like /g/ as in “anguish” or /k/ as in “equip” and “liquid”. Other words that fall into this category but were not tested include: “equivalence”, “inquisitive”, “quintessence”, “quit”, “colloquial”, and “acquit”. Needless to say, this negative transfer can be traced back to French, as the words *équiper* (to equip) and *liquide* (liquid) show. An exception to this observation is the word “quick”, which is pronounced as expected. Interestingly, /wɪ/ is replaced by /qi/ in

“suite”, a French sound sequence occurring in words like *lui* (him) or *puits* (a well).

Secondly, *-UI-* is pronounced /u:ɪ/, a vowel+vowel sequence consisting of two consecutive monophthongs, as can be seen in the word “Hinduism” in Table 7.

Table 7

Rendering of -UI- as /u:ɪ/

Words	RP	Francophone learners' English					
		Group 1	N (%)	Group 2	N (%)	Group 3	N (%)
Hinduism	'hɪndu:ɪzm	ɛ'duismə	10 (100%)	ɛ'duismə	10 (100%)	ɛ'duism	10 (100%)
bluish	'blu:ɪʃ	'blɪɪʃ	10 (100%)	'blɪɪʃ	10 (100%)	'blɪɪʃ	10 (100%)
altruist	'æltrɜ:ɪst	al'tRɪɪstə	10 (100%)	al'tRɪɪstə	10 (100%)	al'tRɪɪst	10 (100%)
fluid	'flu:ɪd	'flɪɪdə	10 (100%)	'flɪɪdə	10 (100%)	'flɪɪd	10 (100%)
ruin	'ru:ɪn	'Rɪɪnə	10 (100%)	'Rɪɪnə	10 (100%)	'Rɪɪn	10 (100%)
truism	'tru:ɪzm	'tRɪɪsmə	10 (100%)	'tRɪɪsmə	10 (100%)	'tRɪɪsm	10 (100%)

The rendering by the informants of /u:ɪ/ as /ui/ in “Hinduism” does not pose any serious problem of recognition of the word; this can be regarded as a good case of positive transfer. However, /u:ɪ/ rendered as /qi/, a sequence of two French sounds, is a real case of negative transfer. As a result, the renderings of words like “bluish”, “altruist”, “fluid”, and “ruin” cause these words to sound strange if at all they are recognised. The same can be said of the rendering of /u:ɪ/ as /yi/ in “truism”.

-UI- Realised With the Yod

In medial position, the letter *-U-* together with the vowel letters with which it combines tends to be pronounced with the Yod when it is preceded by consonants like /p, b, t, d, k, g, f, z, h, l, n/ as in the words “stipulate”, “butane”, “tumult”, “reduce”, “cube”, “singular”, “refuse”, “usurious”, “human”, “volume”, and “venue”. Regarding *-UI-*, it is generally rendered as /ju:/ as in “nuisance”, /ju:ɪ/ as in “intuition”, and /ju:ə/ as in “annuity” and other words in Table 8.

Table 8

Rendering of -UI- With the Yod

Words	RP	Francophone learners' English					
		Group 1	N (%)	Group 2	N (%)	Group 3	N (%)
nuisance	'nju:sns	nɪ'i'zās	10 (100%)	nɪ'i'zās	10 (100%)	nɪ'i'zās	10 (100%)
arguing	'ɑ:gju:ɪŋ	aR'gɪɪ	10 (100%)	aR'gɪɪ	10 (100%)	aR'gɪɪ	10 (100%)
fortuitous	fɔ:'tju:ɪtəs	fɔRtɪɪ'təs	10 (100%)	fɔRtɪɪ'təs	10 (100%)	fɔRtɪɪ'təs	10 (100%)
intuition	ɪn'tju:ɪʃn	ɛtɪɪ'sjɔ̃	10 (100%)	ɛtɪɪ'sjɔ̃	10 (100%)	ɛtɪɪ'sjɔ̃	10 (100%)
suicide	'sju:ɪsaɪd	sɪɪ'saɪd	8 (80%)	sɪɪ'saɪd	6 (60%)	sɪɪ'saɪd	7 (70%)
		sɪɪ'sɪdə	2 (20%)	sɪɪ'sɪdə	4 (40%)	sɪɪ'sɪd	3 (30%)

(table 8 continued)

Words	RP	Francophone learners' English					
		Group 1	N (%)	Group 2	N (%)	Group 3	N (%)
annuity	ə'nju:əti	anqi'ti	10 (100%)	anqi'ti	10 (100%)	anqi'ti	10 (100%)
assiduity	æsɪ'dju:əti	asidqi'ti	10 (100%)	asidqi'ti	10 (100%)	asidqi'ti	10 (100%)
exiguity	ɛgzi'gju:əti	ɛgzigqi' ti	10 (100%)	ɛgzigqi'iti	10 (100%)	ɛgzigqi'iti	10 (100%)

When the Yod is expected, *-UI-* is systematically rendered as /qi/, a sequence of sounds occurring in French words like *lui* (him) and *puits* (a well). This is a case of negative transfer.

Conclusion and Implications

Three questions were set to guide this study. The first one ran as follows: How is the sequence *-UI-* pronounced by Francophone learners of English from Cameroon, Gabon, and France? This sequence was found to be generally pronounced /i/ as in “guilty”, /qi/ as in “nuisance”, /ui/ as in “Hinduism”, and /wi/ as in “quick” by the three groups of learners. The second question checked whether there were any differences in the renderings of the sequence *-UI-* by L2 French-using learners of English speaking different L1s. Throughout the analysis, no marked difference was observed in the renderings of Group 1 and Group 2 French-using learners who spoke different L1s. Lastly, Question 3 asked whether there were any differences between the renderings of this sequence by L1 and L2 French-speaking learners of English. The analysis showed no significant difference in the renderings of this sequence by L1 and L2 French-speaking learners of English.

From these observations, two possible hypotheses can be set up to guide future research. First, L2 speakers of French generally draw from French when they learn English and not from their respective L1s. Second, both L1 and L2 speakers of French draw from this language when learning English. This finding is of broad interest to scholars in L3 English in francophone contexts. Today, many francophone countries are introducing English in their systems of education and it is unlikely that many varieties of francophone English would emerge, as similar features are likely to be found in most potential varieties. To put it in other terms, Chadian, Gabonese, Cameroonian, Senegalese, and Ivorian varieties of learner Englishes will share many features with native French learner English. For this reason, it would be appropriate to use the lone term “francophone English” to refer to them all.

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Appendix

Questionnaire

I am a researcher interested in examining the use of English in French-medium schools. Could you help me to pick out an Upper Sixth pupil (*Terminale*). I will ask this pupil to answer the two questions below and read the 46 sentences that follow.

1. Are you in Upper Sixth? Are you in *Terminale*?

2. Do you speak any Cameroonian language? Do you speak any Gabonese language? If yes, what is this language called or what is the main locality where it is spoken?

3. What class were you in when you started learning English in your school?

Exercises

Please do the two exercises below.

Exercise I

Read the French sentences in the left column and their near equivalents in the right column. Begin with the number preceding each of them

1	Donne-lui un peu d'huile!	Give him a little oil!
2.	L'eau de ce puits est-elle propre?	Is the water from this well clean?
3.	Qui le lui a dit?	Who told him?
4.	La linguistique est-elle une science exacte?	Is linguistics a pure science?
5.	Il a besoin d'argent liquide	He needs some liquid money.
6.	Voila un fruit mûr!	That is a ripe fruit.
7.	Où est la quittance?	Where is the quittance?
8.	Il y aura une messe de requiem.	There will be a requiem mass.

Exercise II

Read each of the words below and the sentence next to it. Begin with the number preceding it

9.	anguish	Don't talk to her now; she is in anguish.
10.	annuity	His resources are in an annuity.
11.	arguing (to argue)	Stop arguing!
12.	bluish	The dress is bluish in colour.
13.	bruise	Beware: you may bruise your leg.
14.	building	He lives in a tall building.
15.	disguise	He entered the dormitory in the disguise of a girl with fat breasts.
16.	equip	They will equip the laboratory next week.
17.	guide	Use this model as a guide!
18.	guilty	He was found guilty.
19.	guitarist	Are there any guitarists in your school?
20.	juice	There is some fruit juice in the fridge.
21.	squirrel	There is a squirrel on that tree.
22.	acquire	He has acquired a good handwriting.
23.	fluid	Is water a fluid substance?
24.	altruist	He works to make other people happy; he is altruist.
25.	annuity	They live on an annuity.
26.	assiduity	Assiduity does not pay if you are working for an irresponsible man.
27.	exiguity	The problem with that room is its exiguity.
28.	fortuitous	It was a fortuitous occasion as it was not planned.
29.	guinea-pig	How could the guinea-pig get out of this box?
30.	Hinduism	Hinduism is widespread in India.
31.	inquiry	Do you want to organise an inquiry session on the matter?
32.	intuition	Your intuition does not work well all the time.
33.	misguided (to misguide)	Just forgive him; he was misguided.
34.	nuisance	That man is a real nuisance
35.	quick	Let us have a quick talk!
36.	quiet	We had a quiet day with the children.
37.	quite	It was quite an interesting film.
38.	require	Does the child's situation require my presence in school now?
39.	prerequisite	Being literate is a prerequisite for taking a driving test.
40.	ruin	What ruined him was drinking.
41.	suicide	It was not a suicide; he was killed.
42.	suitable	The weather is suitable today.
43.	suitor	Presently, she has 5 suitors and her friend has none.
44.	suite	There are three suites in that hotel.
45.	truism	It is a truism to say that mangoes get ripe in June.
46.	unfruitful	The search was unfruitful; nothing was found.