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## INNOVATIVE RESEARCH OF EXPRESSION OF PURPOSE, CAUSE AND CONSEQUENCE

**Abstract:** Students, who begin learning French first start writing short, simple, sentences. But over time they must learn more complex sentences. The article which called Cause, Purpose and result, is designed to study the French language with more complex words and phrases. This research desirables certain difficulties about the cause, purpose and result with the expressions. Students should be able to express themselves in different situations by creating sentences that retrofire the purpose, cause and result.

**Key words:** purpose, cause, consequence, proposition, preposition, innovative research.

**Language:** English

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### Introduction

At the beginning the learners try to learn French by expressing themselves in simpler words and sentences. A few days later they try to reproduce composed productions. Even later they combine their ideas, they state their opinions. They must actually produce statements whose meaning must correspond to the situation in which they speak.

This is how, gradually, a body of knowledge and know-how will develop. To give information, to choose the argument, to express feelings, personal opinions, they will need more complex expressions.

Students are obliged to express themselves in the different situations that demand the goal, the cause, the consequence, etc [2].

Why express the goal?

- To indicate that an action aims at an objective (or goal).

- Why express the cause?

- To state the reason for an event or an action of place.

- Why express the consequence?

- To expose the result of an action and an event.

The expression of the cause.

1. Children cannot play in the garden because it is raining.

2. Because of the rain, children cannot play in the garden.

3. Children cannot play in the garden: it is raining. The subordinate clause (1), the preposition + name group (2), the juxtaposition (3) are some of the ways to express the cause.

Proposals subject to the indicative. They are introduced by the following conjunctions: Because. Answers the question "why?" Why are you late? Because my alarm did not ring. The car skidded because there was ice (the question "Why did it skid?" Is implied). I do my shopping today because tomorrow there will be too many people in the stores.

Remarks

In general the subordinate follows the main one. To highlight the cause, we can use it is because or it is that: Why did the car slip? It is because there was ice It's because there was ice.

Since. Presents the relation between the cause and the consequence as obvious, the cause is generally a fact known to the interlocutor. Since you know New York well, tell me what it is absolutely necessary to visit. I will offer this novel to Stéphanie since she hasn't read it yet [3, 4].

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Note.

In general, the subordinate precedes the main one, compare since and because:

How many languages do you speak? Since I am Swedish, I obviously speak Swedish; I also speak French, yes! Why? Because I learned it in school.

As.

Insist less than that, since on the relationship between cause and consequence. As my car was broken down, I took a taxi. Since she forgot her keys, she had to wait at the door for her husband to return.

Note.

The subordinate always precedes the principal.

Given that, since, since they introduce a fact whose reality is indisputable: Since many monuments are threatened by pollution, we often replace the statues with copies. Because he became deaf, this man can no longer exercise his profession. We went home, since it was too late to go to cinema [6, 7].

On the grounds that. The cause is disputed by the speaker:

He did not often go to see his parents, claiming that they lived far away. (This is not the real reason; in reality, he did not want to see them.) The boy refused to serve us, under the pretext that the cafe was going to close (This is not the real reason: in reality, he didn't want to serve us).

As long as = since. As long as Muriel is there to babysit, we can leave (Since Muriel is there, we can leave). I am willing to lend you this book, as long as you return it to me on Monday (= since I know that you return it to me on Monday).

Especially since, all the more than - especially that (Familiar language). These conjunctions strengthen the cause: In the end, I didn't buy this little piece of furniture, especially since I didn't really need it. Don't say that any more than it is untrue. She doesn't want to go out, especially since the weather is terrible.

Note.

The subordinate follows the main. General remark on the propositions subordinate to the call sign. We can use the conditional instead of the indicative.

Compare, don't say that because we will make fun of you (indicative certainty). Don't say that, because we will make fun of you (hypothesis - conditional).

### Materials and Methods

Proposals subject to the indicative.

1. Subordinate introduced by that.

The subordinate introduced by that is announced in the main by an adverb or the adjective tel.

Verb + While / So much that

He smokes as long as he coughs a lot (= he smokes a lot. Result: he coughs a lot).

They love the sea so much that they spend all their holidays on their boat.

I have listened to this record so much that it is all scratched.

Warning! - Note the place of so or so in the compound times between the auxiliary and the past participle.

If / So much + adjective or adverb + that.

I play tennis so badly that I dare not play with you (= I play tennis very badly. Result: I dare not play ...).

This film was so long that it was shown in two parts on television.

So many / So many + names + that.

Quantity idea.

This apple tree gives so much fruit that its branches touch the ground. (= a lot of fruit. Result: the branches touch the ground). He has so many worries that he no longer sleeps.

Note. With the expressions "to be afraid", "want", "need", "thirst", etc. we use if or so or not so many or so many:

He was so / so afraid that he became very pale.

Un (e), Tel (le), / de Tel (le), s + nom + que. Idea of intensity.

She has made such progress in skiing that she has been selected for the championships.

2. Subordinate introduced by other conjunctions.

"So that", "so that".

Simple consequence without particular nuance.

I hadn't seen Pierre in a long time, so I didn't recognize him.

This truck is improperly parked, so it prevents cars from passing.

Note,

So much so: form of insistence.

The child was swinging in his chair, so much so that he fell.

In (Such) way that, in (such) so that, in (such) so that.

Insistence on how to act.

He acted in such a way that no one was satisfied.

In this school, activities are organized in such a way that each child can follow his own rhythm.

Warning ! Do not confuse as well as with though.

Compare:

He is so sick that he does not come (consequence).

So much so, so much so that. Idea of intensity.

He suffered so much that the doctor had to give him an injection of morphine.

- The old castle was threatening to collapse, to the point that visitors had to be denied access.

The expression of purpose.

1. There is always a police officer outside the school so that children can cross the street safely.

To make this cake, you need butter, eggs and chocolate. The conjunctive subordinate clause (1), the preposition + infinitive group (2) are some of the ways to express the goal.

Subordinate or subjunctive propositions.

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They express a result that we want to achieve: this is why they are in the subjunctive. They generally follow the main proposition.

So that.

So that (less common). Put this poster here so that everyone can see it. The portrait of the dark glasses so that we do not recognize it.

Lest (not).

For fear that (not) [less frequent]. They spoke softly for fear that (we) would hear them (= so that we would not hear them). She took her jewelry to the bank for fear that someone would (steal) it (so that it would not be stolen).

What = so that. After a verb in the imperative (in Forai). "Open your mouth so I can see your throat," said the doctor. Put the radio on louder than the baby can sleep!

So that, so (that) that, so (that) that.

These conjunctions insist on his way of acting to achieve the desired goal. Let us know when you will arrive, so that we can reserve rooms at the hotel. The secretary arranges the files so that they can be easily found.

Note.

"So that", "so that", "so that" followed by the call sign express the consequence.

Compare: The speaker spoke into a microphone, so that everyone could hear it clearly (desired result). The speaker spoke into a microphone, so that everyone could hear it clearly (desired result).

General remark on the propositions subordinate to the subjunctive. When there are two subordinates, the conjunction is not repeated. We replace it with that: I left my car at the garage so that he can check the brakes and change the tires.

In French, unverbe can be said to be transitive. This is defined as a function of the verb object. A verbal construct is transitive when the verben has no complement. If we mean briefly, unverb is transitive, it can receive a complement, and intransitive it can not receive a complement.

The verbs expressing an action that passes directly on an object, that is to say, from the point of syntactical point of view, the verbs that can have a complement of direct object: I read the text. It recounts its history.

This complement of object is not necessarily expressed: She sings a song. She sings well. I'm reading a book. I read aloud. I read.

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It is possible to encounter direct or indirect verb transitive. The first give rise to a complement of direct object and the second, you have understood, give rise to a complement of indirect object. Take the verb listen, for example. In the sentence, the dog listens to his master; we have a direct object complement.

### Conclusion

In our research we tried to explain on the one hand why to express the cause, the goal, the consequence, on the other hand how to express the cause, the goal and the consequence. We pay attention to the use of cause, purpose and consequence. To express the cause, there are a few ways: expression by a verb;

- expression by an adverbial phrase; expression by a past participle;

- expression by conjunction of coordination and subordination.

To express the consequence there are means below;

- by a verb;

- by a coordination conjunction;

- by a juxtaposition;

- by an expression;

- by a prepositional phrase;

- by a conjunction of subordination.

To express the goal.

The means of the expression of the goal are:

- An infinitive preceded by "for", "in order to", "in view of", "in view of", "for fear of", "the intention of" etc.

- An infinitive preceded by a verb of movement.

The conjunction of subordination "that" preceded by a verb of will or an imperative.

- A conjunction of subordination.

The mode of the proposition expressing the cause is the indicative.

Depending on the meaning (cause, certain or uncertain), the conjunctions of subordination "because", "under the pretext that", "as long as" precede a verb in the indicative or conditional.

We use the subjunctive with the conjunction of subordination.

The indicative is used when the consequence is presented as a real fact. We use the subjunctive with "enough so that", "so that", "so that" etc.

The subjunctive is used when the consequence is presented as desired.

The verb of the subordinate goal proposition is always in the subjunctive mode [4, 7].

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