



SHORT
FRENCH REVIEW GRAMMAR

CARNAHAN



SHORT
FRENCH REVIEW GRAMMAR
AND COMPOSITION BOOK

BY
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PREFACE

THE aim of this book is to furnish, in an interesting form, material for the thoroughgoing review of the essentials of grammar which most teachers consider necessary in the second year work in Colleges and the third year in High Schools.

The book can be finished in one semester, at the rate of one Exercise a week for sixteen weeks. It may be advisable in some schools to extend the work over a longer period of time.

This book is not a reference grammar; it does not concern itself with complicated grammatical or syntactical questions or with the rules of elegant diction. It leaves these questions to the more advanced composition books which should normally follow it. It aims to work over, persistently, the simple rules of grammar, employing for this purpose the vocabulary of everyday life, including numerous idioms chosen for the frequency of their use. Repetition is the keynote of the book.

The conversational form has been adopted in order to add life to the grammatical drill, and everyday usage has been made the criterion in the selection of material. Subject matter has been chosen which will appeal to the interest of the average American student. An American boy and girl, who are spending a summer in Paris, write their experiences to school comrades at home. The episodes are based on real life, and many of them are likely to happen to the ordinary traveler abroad. In working over this informal material, which is entirely within his understanding, the student should receive not only grammatical drill but also practice in conversational French.

As this is a review book and not an introductory book, the arrangement and classification of material found in ordinary grammars has not always been followed. The irregular verbs in general are arranged according to use rather than to form. The idioms are those most commonly found in daily use. When everyday idioms can be put under corresponding verbs, this is done, but uncommon idioms are not brought into the book merely to match the verbs.

Some stiffness and inelegance may be felt in both the French and English connected selections, for which the author requests the indulgence of his colleagues. In his effort to concentrate on the teaching of rules, he has at times been compelled to make sacrifices in the matter of style.

SUGGESTIONS TO TEACHERS

The author has considerable hesitation in offering suggestions for the use of the book, and does so with due apologies to experienced teachers. In order to meet conditions in different schools, he presents the following plans, each one designed to cover one lesson in the book per week:

Plan I (suitable for the more advanced students). Devote one entire period per week to one lesson. Outside preparation, $1\frac{1}{2}$ –2 hours. If, in spite of the simplicity of vocabulary and repetition of work, the lesson seems too long, omissions can be made without doing serious harm to the purpose of the book.

Plan II. Devote two entire periods per week to one lesson. Outside preparation, 45 minutes to 1 hour each day. **LESSONS.** — *First day:* grammar section, Section A, and one half of Section C. *Second day:* Section B, the second half of C, and Section D.

Plan III. Devote the first 20 minutes of three class periods to one lesson in this book, using the rest of the period for the ordinary literary work. Outside preparation, 30–

40 minutes each day. LESSONS. — *First day:* grammar section. *Second day:* A, B, and one third of C. *Third day:* remainder of C, and D.

Plan IV. Devote the first 15 minutes of four class periods to one lesson in this book, using the rest of the period for the ordinary literary work. Outside preparation, 25–30 minutes each day. LESSONS. — *First day:* grammar section. *Second day:* A and B. *Third day:* First half of C, and first half of D. *Fourth day:* second half of C, and D.

For schools that have five class periods a week, Plan II may be used for two periods, and the remaining three days devoted to other work, or Plan IV may be found suitable with slight changes.

These plans do not provide for the study of the *Supplement to Exercise I*, “Tense Formation, and Orthographical Peculiarities.” The teacher who does not wish to give full time to these subjects can discuss them the first day of school work, and refer to them again from time to time.

The following suggestions are offered for the teaching of the five sections into which each lesson is divided:

Grammar Section. Give the English example first, then ask for the French equivalent and the rule. If the teacher prefers to have less formal grammatical drill, he can pass over these rules, and begin directly with Section A. It would be advisable, in this case, to explain difficult points in the grammatical section the preceding day, and ask the students to study the rules carefully at home. For the irregular verbs, use one of the methods suggested in the *Supplement to Lesson I* (Note 1 to page 8) or any of the excellent verb blanks available.

Section A. Have students translate each sentence either at hearing or at sight, or some days simply read in French. Ask for the rule illustrated by each sentence.

Section B. Ask questions indicated, and make others.

Section C. Prepared outside of class. Have five or more

students go to the board, each one to write a part of the exercise. While they are writing, have Section D given orally by other members of the class. Teacher then corrects sentences on the board, occasionally calling on members of the class for rules. A special effort should be made to limit the time for correcting to 10-15 minutes. The students correct their papers, and copy the corrected sentences at home into notebooks. The teacher may correct the notebooks according to the usual methods, or he may, instead, require that a part, or all, of the sentences corrected on the board one day be given orally the following day. This insures care in correction. The notebooks may be collected and graded at the end of the semester.

Section D. Primarily meant for oral work but may be used also for written work. If pressed for time, the teacher may use only a few sentences from this section or omit it entirely. Use this section ordinarily for oral work while Section C is being written on the board.

The author wishes to acknowledge his indebtedness to Professor Kenneth McKenzie, Dr. John Van Horne, and other colleagues of the University of Illinois, to Professor E. C. Hills of the University of Indiana, and Dr. Alexander Green of D. C. Heath and Company, for their helpful suggestions in the preparation of the book; and to Mademoiselle Jeanne Seigneur and M. René Levesque of the University of Illinois, for their kindly criticism of the French passages of the text.

D. H. C.

URBANA, ILLINOIS,
March, 1920.

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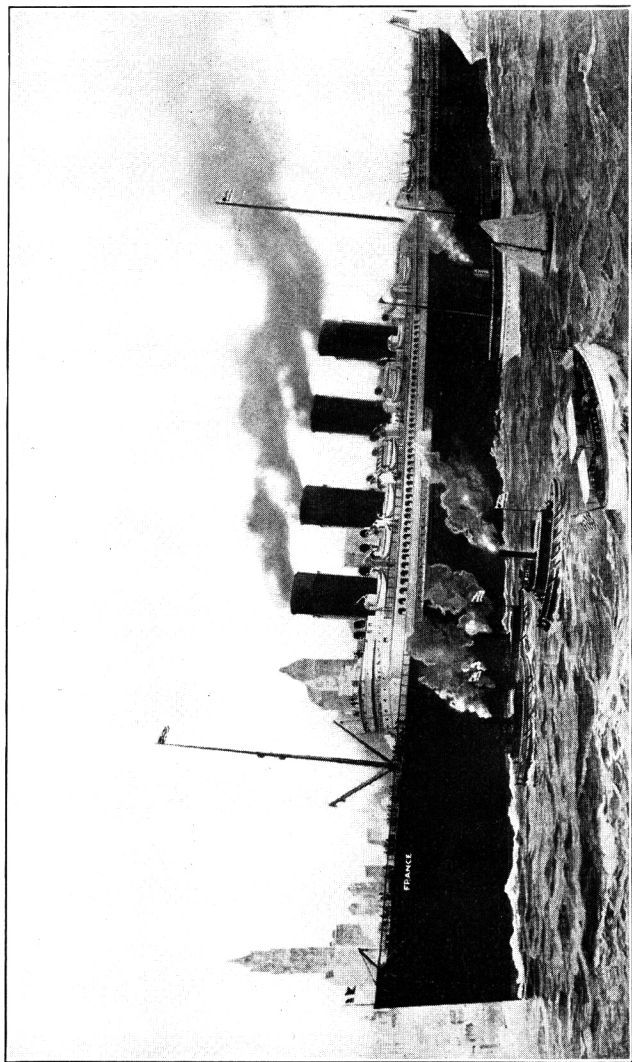
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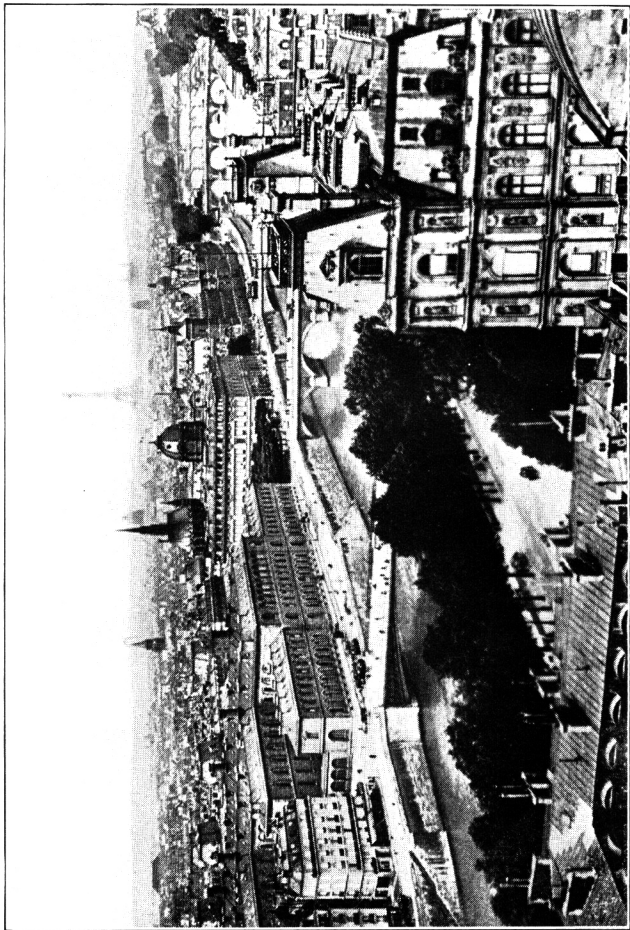
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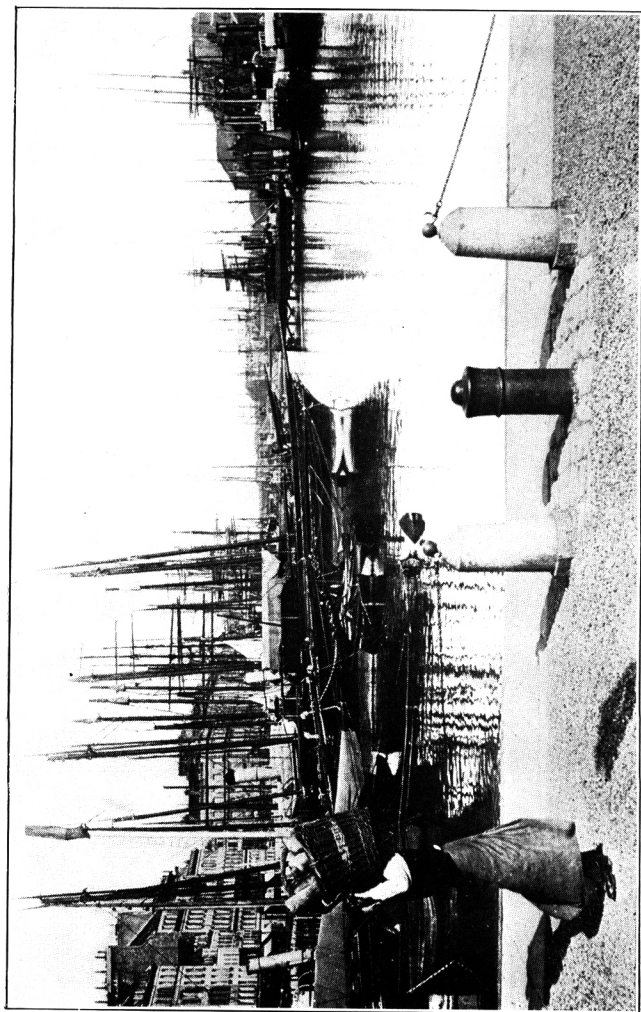
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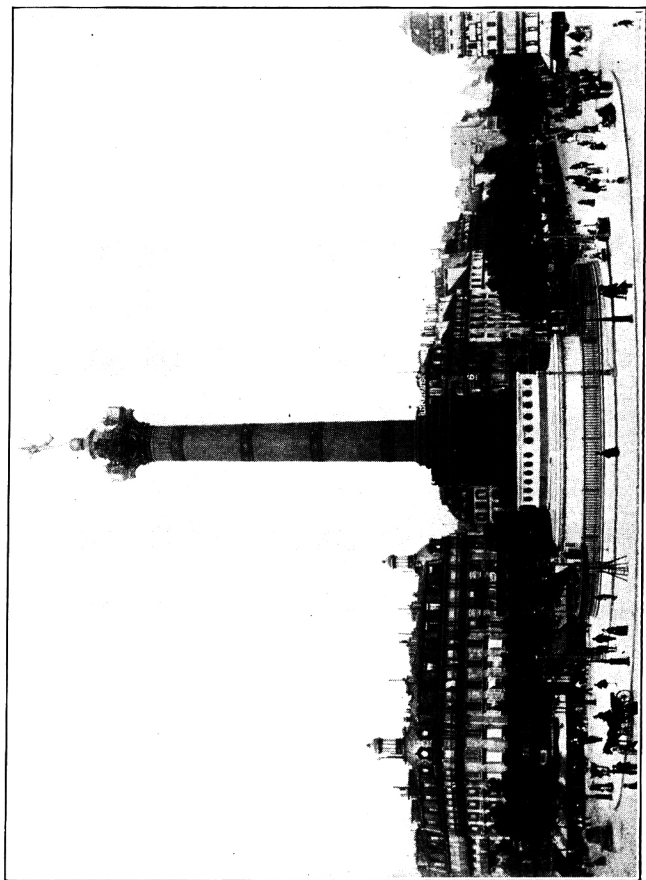


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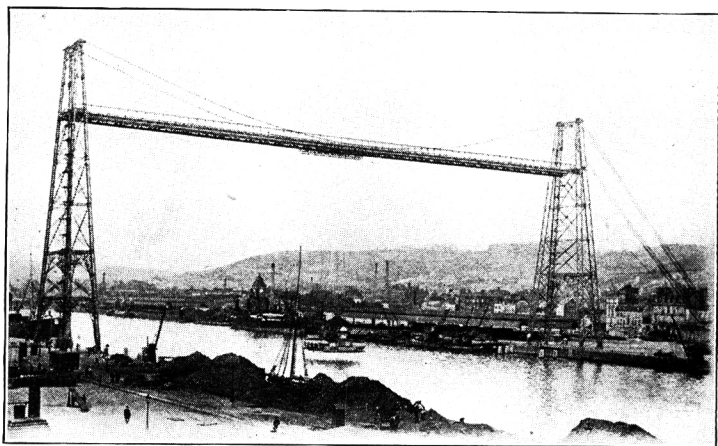


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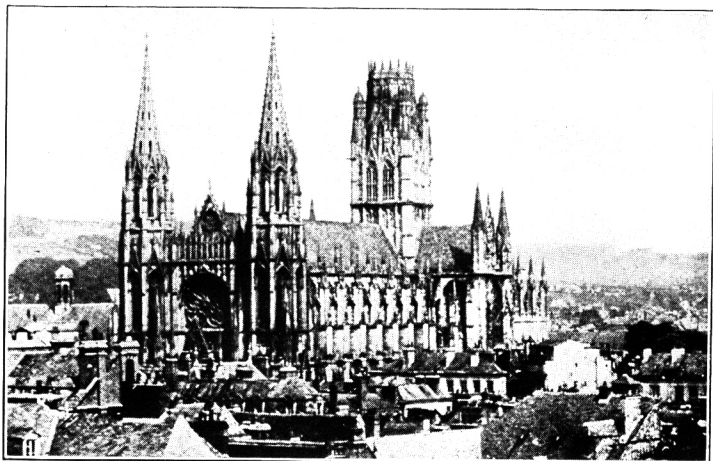
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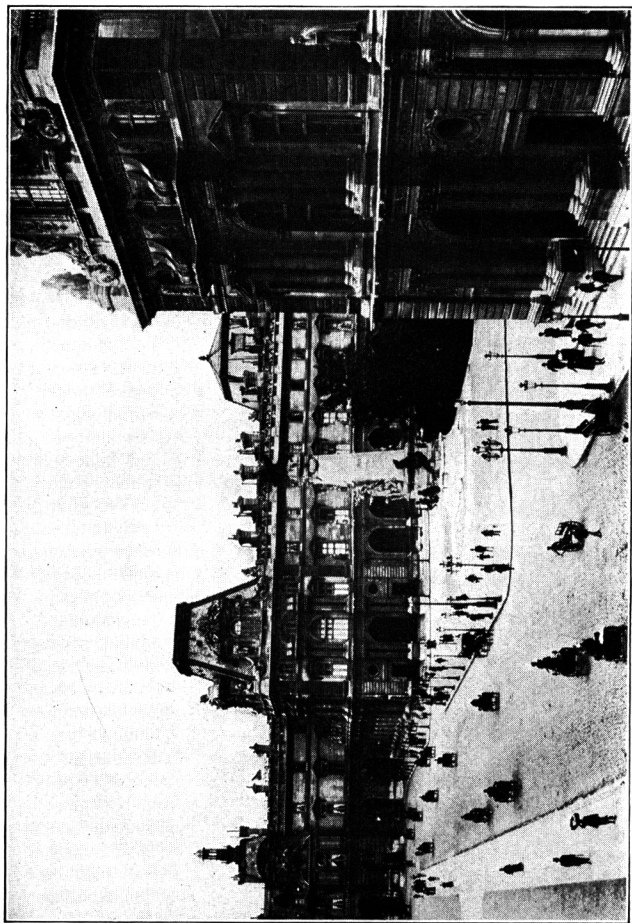
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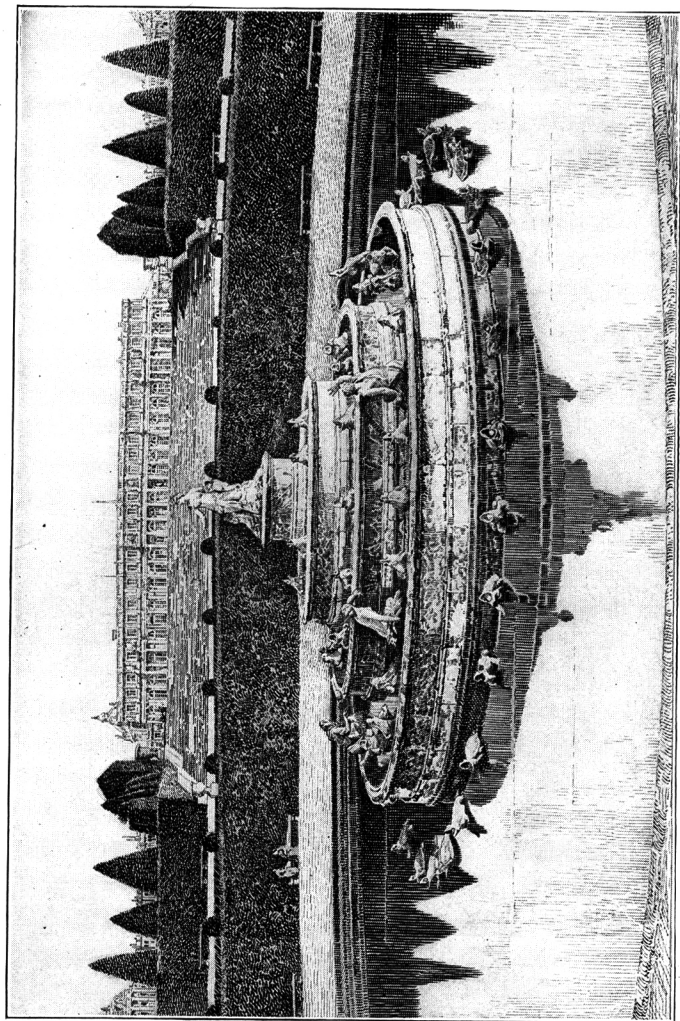
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LE PALAIS ET LE PARC DE VERSAILLES

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