

**INTRODUCTORY
FRENCH PROSE
COMPOSITION**

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Introductory French Prose Composition by Victor E. François

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BY

VICTOR E. FRANÇOIS

INSTRUCTOR IN FRENCH IN THE UNIVERSITY OF MICHIGAN

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY



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INTROD- FRENCH PROSE COMP.

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PREFACE

THIS book is supposed to be used with students who have already gained some knowledge of French grammar; that is to say, after the first year in the high school or the first semester in college, although it may be employed sooner with satisfactory results.

It may be advisable, in the interests of young teachers, to say a few words of the method to be pursued with this book. First, it will be noticed that any grammar may be referred to. Suppose the teacher assigns the first exercise for the next day. At the beginning, he may indicate the paragraphs to be reviewed, but the student himself may, at all times, find them in the table of contents of his grammar. The day the teacher gives out the lesson, he should read aloud the French text and have the students repeat it after him, in order to be sure that they know the correct pronunciation of every word. At home, they must prepare *aloud* the transposition and questions with answers and write out the exercise on Grammar and the translation.

Transposition.—The second lesson is to begin with transposition, which will be found the best possible exercise for the quick and intelligent mastering of French verbs. The teacher assigns different forms to different students. He himself reads the French text, sentence

after sentence, the students repeating it after him with all the required changes. For example:—

The Teacher: Mme. S. compte visiter l'Europe l'été prochain.

Student No. 1: Comptes-tu visiter l'Europe l'été prochain ?

Student No. 2: Oui, je compte visiter l'Europe l'été prochain.

Student No. 3: Comptez-vous visiter l'Europe l'été prochain ?

Student No. 4: Oui, nous comptons visiter l'Europe l'été prochain.

Student No. 5: Comptent-ils visiter l'Europe l'été prochain ?

Student No. 6: Oui, ils comptent visiter l'Europe l'été prochain.

and so on with every sentence. The other students may be requested to correct their classmates' mistakes.

Questions.— At the start, the teacher himself will ask the questions, but soon he may select a student to do it. The teacher ought to be careful to require a full answer to every question and, after the fifth exercise, to oblige his scholars to use personal pronouns as subjects and objects as often as possible. Of course all books should be put aside. When Part II. is reached, the students may be asked to form questions themselves.

Grammar Drill.— This work must be done with the help of the grammar, after a thorough review of the subjects indicated at the head of the French text.

Translation.— The student is now expected to know *the equivalents* of words, forms, and idioms which will be

met with in this part. Therefore, he should never write out his translation before he has been carefully through the preceding parts of the exercise. To prevent this, some teachers may find it wiser to have the transposition work and the answers to the questions written out. The correction of written exercises may be made in class on the blackboard or at home by the teacher. He may also, from time to time, dictate his own translation and have the students spell in French the most difficult words. If an exercise is considered too long for one lesson, it may be easily divided. For the third lesson, besides a new exercise, the scholars *must study the corrected work* and be able to render it into French without the least hesitation. Frequent general reviews should be given, so that every member of the class may be perfectly familiarized with all important words, constructions, and idiomatic expressions.

As to the text on which the exercises are based, the story in Part II. is taken from an Italian grammar by G. Simler (Frankfort on the Main, 1874), but has been considerably shortened and altered to suit the purposes of this book. The text of Part I., however, which presents a systematic review of the elements of the French grammar, is original. The vocabulary which will be found at the end of the book is intended to contain all the French words used in both parts.

V. E. F.

PART I

EN ROUTE!

EXERCISE I

1. Text

Formation of tenses, —. Present indicative, past indefinite or perfect and future of *to be*, —; of *to have*, —; of regular verbs, —. Definite and indefinite articles, —. Feminine and place of adjectives, —. Interrogatives, —, and formation of questions in French, —.

Madame S. compte visiter l'Europe l'été prochain. Elle a envie de passer une année en France, en Angleterre, en Allemagne, en Suisse et en Italie. Elle désire voyager par eau et par terre, en paquebot, en voiture, en chemin de fer, en omnibus, à pied, à cheval ou à bicyclette. Quel beau voyage! Elle traversera l'Océan Atlantique sur un grand bateau. Elle a déjà demandé le plan de La Touraine à la Compagnie Générale Transatlantique. Elle a l'intention de choisir une cabine de première. Elle a aussi acheté une malle, une petite valise et une belle couverture de voyage.

2. Transposition

1. Replace *Mme. S.* by *tu* and use the interrogative form.
2. Replace *Mme. S.* by *je* and use the affirmative form.
3. Replace *Mme. S.* by *vous* and use the interrogative form.
4. Replace *Mme. S.* by *nous* and use the affirmative form.
5. Replace *Mme. S.* by *ils* and use the interrogative form.
6. Replace *Mme. S.* by *ils* and use the affirmative form.