

**PROGRESSIVE  
FRENCH  
DRILL-BOOK: A.**

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Progressive French Drill-Book: A. by Jean De Peiffer

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**JEAN DE PEIFFER**

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FRENCH DRILL-BOOK

A.

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Gutta cavat lapideum non vi, sed sæpe cadendo.

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*NINTH EDITION.*



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## PREFACE.

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THIS is not a grammar, but simply a drill-book, the outcome of the experience of several teachers in the school-room. The carefully selected materials have been put into shape so as to secure the best practice in sensible, correct conversation.

Such a drill, however, embodying systematically the main principles of the language, will easily accomplish all the work a grammar is supposed to do — and much more. The teacher needs only to use a little care, and develop, according to circumstances, the matter in hand. Proper questioning as to the “why” and “wherefore” of things will bring out all the rules that may be wanted.

The idea is certainly not a new one *in practice*. The putting it in book form is intended, first to lighten the work of teaching, and, above all, to expedite the progress of the pupils by giving them the power to use the language from the start.

The vocabulary will be found to be quite extensive, and contains most of the words in common use.



Figure 1. A 3D scatter plot showing the relationship between the number of species (S) and the number of individuals (N) for 10 different samples. The x-axis is labeled 'S' and ranges from 0 to 10. The y-axis is labeled 'N' and ranges from 0 to 100. The z-axis is labeled 'Sample' and ranges from 1 to 10. The data points are scattered, showing a general positive correlation between S and N, with some outliers. A vertical line is drawn at S=10, and a horizontal line is drawn at N=100.



## DIRECTIONS.

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(a) Each subject-lesson (on the left page) to be thoroughly mastered first as to the *meaning* of the words, *form* of the sentences, and *pronunciation*. This to be done with the help of the teacher.

(b) The preparatory exercise to come next, orally if possible, teacher and pupils working together; then in writing, according to opportunity and time; and finally, to be repeated orally.

(c) The answers to the questions, at the outset, may be prepared in the same way. Later on, they may serve as original work to be done by the pupils both in writing and orally.

(d) Care should be taken that a *complete* sentence be always given as an answer.

(e) Before proceeding to a new lesson, it will be advisable to review, in any way that will be most convenient, the substance and vocabulary of preceding lesson.

(f) Care also should be had, whenever English is used, to have the French words LAST on the lips and in the ears of the pupils.

## FIRST LESSON.—PREMIÈRE LEÇON.

<i>I speak</i> je parle	<i>speak you</i> parlez-vous? (do you speak?)
<i>he speaks</i> il parle	<i>speaks he</i> parle-t-il? (does he speak?)
<i>she speaks</i> elle parle	<i>speaks she</i> parle-t-elle?

Je parle français ; je parle anglais aussi. A la maison, je parle toujours français. Dans la leçon je parle français ou anglais. Je parle anglais correctement.

Le professeur de français parle bien anglais ; il parle anglais et français dans la classe, principalement français. Un maître d'allemand parle allemand dans sa classe ; il parle allemand avec ses élèves.

Le Président en France parle français. L'empereur d'Allemagne parle allemand. La reine d'Angleterre parle anglais et français.

<i>at</i> à	<i>well</i> bien	<i>master</i> le maître
<i>Germany</i> Allemagne	<i>correctly</i> correctement	<i>or</i> ou
<i>German</i> allemand	<i>in</i> dans, en	<i>queen</i> la reine
<i>America</i> Amérique	<i>of</i> de, d'	<i>his</i> { sa (fém.) ses (pl.)
<i>English</i> anglais	<i>pupils</i> élèves	<i>always</i> toujours
<i>England</i> Angleterre	<i>and</i> et	<i>a</i> un
<i>also</i> aussi	<i>French</i> français	<i>the</i> { le (masc.) la (fém.)
<i>with</i> avec	<i>house</i> la maison	

## SECOND LESSON.—DEUXIÈME LEÇON.

<i>we speak</i> nous parlons.	parlons-nous?
<i>they speak</i> { ils (m.) elles (f.) } parlent	parlent-ils? parlent-elles?
<i>you speak</i> vous parlez	<i>do I speak?</i> est-ce que je parle (do = est-ce que)

Dans la classe de français nous parlons français ; chez nous, nous parlons anglais. Nous parlons anglais avec nos

## PREMIÈRE LEÇON.

*Preparatory Exercise.* — EXERCICE PRÉPARATOIRE. — 1. I speak French. — 2. I speak German also. — 3. I speak English in (at) the house. — 4. The Professor of German speaks German and French. — 5. He speaks English well. — 6. The President in America speaks English.

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1. Parlez-vous français? — 2. Parlez-vous anglais? — 3. Parlez-vous anglais ou français dans la leçon? — 4. Parlez-vous anglais à la maison? — 5. (*What language*) Quelle langue parlez-vous à la maison? — 6. Et dans la classe? — 7. Parlez-vous français avec le professeur? — 8. Quelle langue parlez-vous avec le professeur de français? — 9. Parlez-vous anglais correctement?

10. Le maître de français parle-t-il anglais avec vous? — 11. Parle-t-il bien anglais? — 12. Parle-t-il français dans la classe? — 13. Parle-t-il anglais aussi? — 14. Quelle langue parle-t-il principalement? — 15. Le professeur d'allemand parle-t-il allemand avec ses élèves? — 16. Quelle langue parle-t-il dans sa classe? — 17. Le Président en Amérique parle-t-il anglais? — 18. Et le Président en France?

## DEUXIÈME LEÇON.

EXERCICE PRÉPARATOIRE. — 1. We speak French at (the) table. — 2. In the German class (*tr.* the class of German) we speak German. — 3. We always speak French in the class. — 4. The Americans speak English. — 5. The Canadians also speak French. — 6. Do they speak German? — 7. Do I speak correctly?