

**COLLOQUIAL EXERCISES  
ON THE MOST  
FAMILIAR IDIOMS OF  
THE FRENCH LANGUAGE**

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Colloquial Exercises on the Most Familiar Idioms of the French Language by F. J. Wattez

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**F. J. WATTEZ**

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OF

THE FRENCH LANGUAGE;

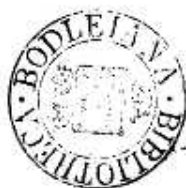
AMONG WHICH ARE INTRODUCED

A FEW VERBS OF DAILY OCCURRENCE, REQUIRING  
DIFFERENT PREPOSITIONS.

BY

F. J. WATTEZ,

*FRENCH MASTER IN KING'S COLLEGE SCHOOL.*



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JOHN W. PARKER, WEST STRAND.

M.DCCC.XXXVIII.

## INTRODUCTION.

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THE present selection of the most familiar Idioms of the French Language has been made for the use of those pupils of King's College, who are under the care of the compiler, in order to lessen the difficulties which perplex them, when, on entering the First Division, conducted by Professor Brasseur, they have to translate his excellent *Phraseology*<sup>1</sup>.

As it is only in the language we are studying, that we find the expressions peculiar to its genius, the compiler has written this selection in French, feeling confident that this is the best mode of preparing pupils for the acquirement of French Conversation.

The plan intended<sup>2</sup> to be followed is this: the instructor reads aloud every sentence of the

<sup>1</sup> *Exercises on French Phraseology*, by Professor Brasseur, of King's College and Charter House, London.

<sup>2</sup> The compiler says "intended," for it may happen that the arrangement of the work may give the instructor the idea of a plan of using it still more efficacious than the one proposed.

exercise, requesting the pupils to repeat it simultaneously, in order that their ear may be accustomed to the sound and different intonations of the voice, by which means *only* they can acquire a correct pronunciation. The sentences having been read once or several times, as occasion may require, the instructor calls on every pupil in rotation to repeat each sentence, in order to ascertain whether he has paid due attention to the reading, and to give the instructor the opportunity of correcting any vicious pronunciation. The whole exercise having been thus repeated, the ear becomes improved and the pronunciation chaste.

Assured that the exercise has been repeated with as much precision as possible, the instructor will request the pupils to translate the sentences, and to write the exercise fairly, committing it to memory for the next lesson. This he will commence by reading the first Idiom, and calling on any pupil to read out of the exercise he has written, the first sentence, and so on to the end of the exercise. Every pupil having read one sentence, and the exercises being collected, the instructor will ascertain if the pupils have committed it to memory so as to be enabled unhesitatingly to give the sentence of any Idiom composing the exercise. This will be known first by having

## INTRODUCTION.

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the pupils answer the questions in the order given, and then by promiscuously exercising them, until he feels satisfied that they understand what they have been learning. The system is continued throughout the whole of the exercises.

The above method of simultaneously reading and exercising the pupils has been suggested to me by my friend and colleague Mr. Gassion, to whom I am happy to render my thanks for its uniform efficacy.

KING'S COLLEGE, LONDON,

*May, 1838.*





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## OBSERVATIONS.

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THE words *quelqu'un*, *quelque chose* or *une chose*, are placed after such verbs as govern *persons* or *things*, to show the sense in which they are used.

Sometimes questions are introduced in the exercises according as the Idioms are used in that form; the answer is then to be found by the pupils.

At the end of every exercise, English notes are given of such expressions as the pupils are supposed to be ignorant of, in order to save time and trouble in looking for them.

Personal pronouns, possessive adjectives, &c., put between parentheses ( ), may be replaced by any other pronoun, &c.

