

**THE COMMON SENSE
METHOD OF TEACHING
FRENCH, PART II**

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The Common Sense Method of Teaching French, Part II by H. Pooley & K. Carnie

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THE COMMON SENSE METHOD
OF
TEACHING FRENCH.

BY
H. POOLEY AND K. CARNIE.
(Belmont Collegiate School, Bath.)

PART II.

*Completing the Analysis of Words and Pronunciation, according to the Systems
Régimbeau, Pape-Carpantier, etc., adopted by the "Ecoles Communales"
of Paris; with Reading Lessons, Poetry, Exercises on the Metric
System, etc.*



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Butler & Tanner,
The Selwood Printing Works,
Frome, and London.

INTRODUCTION.

(PART II.)

IN the Lessons and Exercises of Pronunciation, Part I. of this Method, we have studied the monogram vowels and consonants, one by one; and some of the simplest forms of polygrams. In this second part, we shall proceed in an analogous manner, overcoming the difficulties by degrees:—

1° The concluding and more difficult polygrams, whether vowel or consonant, showing the phonic value of the various combinations.

2° The irregularities of pronunciation, which, following no rule, require to be impressed on the memory by numerous and repeated exercises. These irregularities are entitled *Voyelles et Consonnes variables*, and are characters which, without experiencing any change in form, change their pronunciation in certain exceptional cases.

3° Numerous exercises to familiarize the student with the mute or silent letters in words, whether occurring in the middle or at the end.

4° Rules for forming the liaison.

5° The various orthographical signs, and the signs for punctuation.

6° Rules and remarks on the Tonic accent.

The latter part of the volume is occupied with selected subjects in Prose and Poetry for translation and reading; also with Lessons and Exercises on the metric system and on French weights and measures, etc. At any stage of this book, a pupil who can understand and translate with tolerable ease, is sufficiently advanced to begin the study of an easy grammar, *which must be in French*. As a specimen which can be used as a test, we have added a few pages of Rules and Exercises from one of the best elementary French grammars.

Assuming that the pupils have been carefully taken through Parts I. and II. of this method; that they have scrupulously followed the directions given for translation, reading, and dictation; also, and ESPECIALLY, that *every lesson has been carried on ENTIRELY IN FRENCH*; they may now be considered fairly started in the acquirement of the language. They can pronounce well, can read, understand, and speak fairly on easy and ordinary subjects, and are ready to enter upon the serious study of the language in its highest ideal, as an educational means of great value.

Translation from French into English will be laid aside, reading and questioning taking its place. The teacher will explain, *in French*, the meaning of any unknown word or phrase, *refraining scrupulously* from giving the equivalent English terms.

The rules of Grammar committed to memory, with the writing of exercises, will prepare the students for Composition.

Dictations should be frequently given, being carefully prepared beforehand by the pupils, and the difficult words learnt by heart. Grammatical exercises, which have been previously written, form useful dictations.

The studies being carried on in French, the teacher in conversing and explaining is able to familiarize the students with the idioms of the language—thus, every lesson adds to their vocabulary, and every lesson recapitulates unconsciously what they have already learnt.

As soon as the pupils have such a knowledge of elementary grammar as to have a fair idea of the use of the verbs and the construction of phrases, they should begin to exercise their ingenuity in composition, employing the words they already know and developing their ideas as their vocabulary enlarges; but only those who can claim the title of French scholars should attempt the difficult task of translation from English authors.

To give a list of Books suitable for Reading would be a serious task, so much has been done for the young by French writers during the last

few years; but we would impress very earnestly upon teachers, the necessity of graduating the studies of their pupils in this respect. Such elementary works as the stories of Mde. Colomb, Mde. Pressensé, Mdlle. Tabarié, Mde. de Witt née Guizot, Mde. Pape-Carpantier, etc., with the easy French histories of Grégoire, Duruy, Fleury, etc., should suffice for some time, then may come the writings of Edmond About, Jules Verne, Ereckmann-Chatrion, etc., before attempting the classical authors, whose works can only be profitably studied by advanced pupils.

A few words must be added on learning by heart. There is no better or more rapid way of becoming familiar with forms of expression, idioms, etc., than by committing Poetry to memory. La Fontainé's fables, verses from Ratisbonne's *Comédie Enfantine*, and simple poems from any of the various collections before the public should be learnt, the subjects and style increasing in difficulty till the pupil is able to master the *chefs-d'œuvre* of French literature.

H. P. & K. C.

METHOD OF TEACHING.

Exercises.—These are to be read without spelling, but the phonic value of each letter must be clearly enunciated. The Teacher should read a portion of the exercise and explain the equivalent value of the sounds.

Words.—The words given in illustration of each exercise must be read slowly and distinctly.

Reading.—The short sentences, of which these lessons are composed, are to be read aloud, one at a time, first by the Teacher, then by the pupils, simultaneously, as well as singly.

Transcription.—Short tasks of copying may be set, from the Reading Lessons, of words or phrases previously read and understood.

Dictation.—The Teacher will give dictations of the sentences read, so that the pupils will learn to recognise the words by ear.

Spelling.—In this new and rapid method of teaching to read, the process of Spelling has hitherto been laid aside. It is now to be employed as an analytical means of teaching Orthography. For this purpose we recommend the use of the old names of the letters, because they are sonorous and easily distinguished the one from the other (special advantages in class-teaching). It is, however, of the utmost importance, that the Spelling should be made, not in starting with the letters, and mounting up by syllables to the word, but first reading the whole word fluently and then descending to syllables and letters. Thus, in spelling the word *robe*, the pupil must pronounce the whole word distinctly and slowly, *robe*; then say, *ro, r, o; be, b, e*; or the word *solitude*, the pupil must first pronounce the whole word, *solitude*: then say, *so, s, o; li, l, i; tu, t, u; de, d, e*, care being taken not to repeat the word after the spelling.

Home Lessons.—These selections are to be translated by the pupils, at home. They will afterwards be read aloud in French by the class, the Teacher questioning closely in French on the subject prepared.

Learning by Heart.—The pupils should commit to Memory as much as possible of the poetry in this volume; but if considered too difficult, there is a small handbook arranged on the same system, entitled, "Memory-Exercises," containing easy poetry, suggestive conversations, etc.

Hints to the Teacher.—Speak to the pupils in French only during the whole lesson. If an English word be absolutely necessary, let it be written, not spoken.

Read occasionally with the class, taking alternate sentences or paragraphs.

Read sometimes to the class an anecdote or short story, asking questions as the subject goes on.

Let two or more pupils read a dialogue, each taking his own part.

Make the class recite poetry, etc., simultaneously as well as individually.

Relate to the class any event of the day, and encourage them to tell you any familiar incident of their lives.

All reading should be in a loud and distinct voice.

LESSONS IN PRONUNCIATION.

(PART II.)

VOYELLES ET CONSONNES POLYGRAMMES.

VOYELLES NASALES ÉQUIVALENTES.

EXERCICE.

an, in, on, un.

an = {	am.	Camp, cram-pe, jam-be, flam-beau, cham-pa-gne.
	en.	A-gent, en-fant, pen-sée, men-di-ant, men-ton.
	em.	Tem-ple, em-pe-reur, ex-em-ple, sem-bla-ble.
	ean.	Jean.