

**ARNOLD'S
MODERN
FRENCH, BOOK II**

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Arnold's Modern French, Book II by H. L. Hutton

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Chief Modern Languages Master at Merchant
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1s. 6d.

P R E F A C E

THIS volume, like Book I., is the joint work of my colleagues, Mr. T. R. N. Crofts, Mr. J. B. Patterson, Mr. H. Rieu, and myself. If we may judge by various expressions of opinion we have received, the alliance has justified its existence whatever the defects of its work may be.

A few remarks on the methods and aims we have in view may be helpful.

(i) The book is chiefly intended for pupils between the ages of eleven and fifteen, who have done about two years' French by any method. It is not essential that they should have used Book I., but a more advanced knowledge of French is presupposed.

The text is divided into three parts. The first part (Lessons I-VIII.) deals with a limited number of everyday subjects. Its object is to form an introduction to Reform methods for pupils who are not familiar with them, and to practise all pupils in useful vocabulary. The method of treatment is such that it can be applied to a great variety of subjects by any class under the direction of the master.

The vocabulary and grammar in these lessons are meant to be in part a revision of material already used in Book I., and the exercises in retranslation are labelled for reference with this object in view.

It will be understood that, generally, each lesson should first be taken through by the master, and to some extent learned in class under his guidance, preparation or home-work consisting of revision.

(ii) The second part (Lessons XIII-LVIII.) is a continuation

of the Visit to Paris begun in Book I., but the plan of the story is so simple that detached episodes are complete in themselves.

In Book II., however, the Visit is not confined to Paris. After further experiences there and an excursion to Versailles, the characters are all transported to Brittany. It is a good thing to learn that Paris is not France.

Here, too, the earlier retranslation exercises are in part a revision of grammatical points already treated in Book I. As far as Exercise XL., they are designed to drill pupils in definite grammatical difficulties, and are labelled accordingly.

(iii) The third part (Lessons LIX.-XCL.) is intended to be used parallel with part two, one or more sections being worked through each term.

Historical subjects have been chosen because a knowledge of history is essential for the understanding of France, and the early history because it is more convenient to treat in simple form and explains the later history; it forms a basis for the study of the geography of France, and explains the growth of France as a national unit. The incidents are drawn partly from English and partly from French historians. Those who are familiar with the works of Henri Martin, Michelet, and Thierry, will recognise the debt owed to those writers. It is hardly necessary to point out that the account of Saint Louis is largely based on Joinville.

The lists of words given after the questions, here, are intended for drill in vocabulary and grammar, as well as on the subject-matter of the text. All parts of speech should be learned with their construction, *e.g.* verbs and adjectives with the prepositions that follow them, although they are often not given thus in the lists.

(iv) The pages on pronunciation are for reference only. The main idea is to call attention to difficulties and the way in which they can be treated, and to bring together words which are not recognised as having the same pronunciation, because they are written differently. Sounds should be drilled in typical words such as *beaucoup*, *toujours*. The names of the

months, the days of the week, and the numerals, are excellent for this purpose. But the drill must not be confined to separate words: sentences must be taken too.

Those who use the alphabet of the *Association Phonétique* will find the application of these pages much simplified.

(v) Great attention should be given to the learning of vocabulary. The mastering of vocabulary is essential, whatever method is employed, though it may be sufficient in some cases for the pupil to know the meaning of a French word or phrase (if possible in the form of a simple French equivalent) when he meets it. The retranslation exercises are designed to concentrate attention on the French text. It is French that the pupil has to impress on his memory, and this end should be kept in view in the translation of French into English, otherwise it is the English translation which will be remembered, and not the French text.

(vi) Grammatical forms and syntax should be learned as they occur, and revised at such intervals as are found necessary.

The sections on grammar remain as in Book 1.; some mistakes (e.g. § 13), have been corrected; *le invariable* has been included in § 22, and sections have been added on the Past Participle and Subjunctive.

We wish once more to acknowledge our indebtedness to MM. C. Goulet and C. O. Vilpelle for reading through the French text and offering many valuable suggestions.

H. L. H.

MERCHANT TAYLORS' SCHOOL,
December 1906.

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