

**FRENCH STUMBLING BLOCKS AND  
ENGLISH STEPPING-STONES; TO WHICH  
IS ADDED A LIST OF  
NEARLY 3,000 COLLOQUIALISMS  
WHICH CANNOT BE RENDERED  
LITERALLY FROM ENGLISH INTO FRENCH**

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French Stumbling Blocks and English Stepping-Stones; To Which Is Added a List of Nearly 3,000 Colloquialisms Which Cannot Be Rendered Literally from English into French by Francis Tarver

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**FRANCIS TARVER**

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ENGLISH INTO FRENCH

By FRANCIS TARVER, M.A. OXON.

FORMERLY  
SENIOR FRENCH MASTER AT ETON COLLEGE

NEW YORK  
D. APPLETON AND COMPANY

1897

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DEDICATED  
TO  
MY FORMER COLLEAGUES AT ETON  
(AND THEIR SUCCESSORS)  
IN THE HOPE  
THAT THIS LITTLE BOOK  
MAY HELP THEM TO MASTER  
DIFFICULTIES WHICH IT HAS TAKEN ME  
FIFTY YEARS OF  
LEARNING AND TEACHING FRENCH  
TO OVERCOME

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## NOTE

Nouns adjective	will be called	Adjectives,
Nouns substantive	" " "	Substantives,
Pronouns substantive	" " "	Pronouns.
Pronouns adjective	" " "	Pronominal Adjectives.

# FRENCH STUMBLING-BLOCKS

AND

# ENGLISH STEPPING-STONES

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## INTRODUCTORY.

It has often occurred to me during the many years in which I was occupied in teaching French at Eton, but more especially since I have retired from my position of Senior French Master there, and have had more leisure to think the matter over, that a small book of practical hints for meeting and overcoming the difficulties which beset the path, not only of the younger, but of the more advanced, students of French in England, might be useful, and especially so in 'English *Public Schools*' where French must be taught in comparatively large classes, and where but very few hours a week can be devoted to its study.

At Eton, and, I suppose, at most other large Public Schools, a certain portion of the French teaching

naturally and very properly falls to the lot of the *Classical* Division Masters, and I venture to hope that my 'Hints' may be found particularly useful to them. I can speak from practical experience of the good work which may be, and is, done by them in this particular line. They have an advantage which the French specialist has not. He can only have his French division under him for two, or at the most three, hours a week, and in the interval between his lessons naturally loses a good deal of his influence over, and cannot easily keep in touch with, his classes; whereas the Classical Master, seeing his division several times in the same day, has them in complete control, and so can turn to greater advantage the one, if it is only one, hour in the week which he can devote to teaching French. But the Classical Master, who has in all probability passed his boyhood at some English public school, and the next three or four years of his life at one or other of the Universities, with perhaps an occasional vacation spent in France, however well read he may be, if such have been his tastes, in French Literature, cannot be expected to read, speak, and write French like a Frenchman. It would be little short of a miracle if he could do so, but with that acquaintance with one or two modern languages, and especially French, which every well-educated Englishman now has, there is no reason why he should not be able to supplement to very great advantage the teaching of the French