

# **LESSONS IN FRENCH SYNTAX AND COMPOSITION**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649089666

Lessons in French syntax and composition by W. U. Vreeland & William Koren

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**W. U. VREELAND & WILLIAM KOREN**

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FRENCH SYNTAX  
AND COMPOSITION**



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FRENCH SYNTAX  
AND  
COMPOSITION

BY  
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14/10/13

NEW YORK  
HENRY HOLT AND COMPANY

1907

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## PREFACE

The purpose of these Lessons is to state as briefly and as clearly as possible the most important rules of French syntax, and to offer a sufficient quantity of material for translation from English into French to give the student a thorough drill in applying these rules. A knowledge of the forms and of the simplest rules is presupposed.

By having the syntax brief and the exercises placed directly after the part of the syntax under discussion, no time or patience need be lost in looking up references to grammars, nor will the student be confused by a multiplicity of rules, many of which, while necessary in a complete grammar, would serve only to bewilder the mind of the beginner. To facilitate references the syntax has been paragraphed continuously.

It has been found best not to pay any attention to the recent changes now "tolerated" in French orthography and syntax.

The three sets of exercises following each lesson are graded according to their difficulty, thus giving sufficient material for different classes of students. In order to prevent mechanical translations the sentences of a given lesson are so chosen that they do not all illustrate the syntax of the lesson.

As the idioms in French offer one of the greatest difficulties in mastering the language, a few of the most common idiomatic phrases have been added to each lesson, and sentences containing these phrases are given in the exercises for the sake of further drill. Special attention has also been given to the modal auxiliaries.

The part on letter-writing is intended to give the student a knowledge of French forms of address. Only a few notes are given, because this part of French composition offers the best opportunity for original

writing which adds variety and interest to the work and which is of the greatest value in learning to write French. The teacher must, however, control both the form and the subject-matter of the letters in order to prevent the student from making too exclusive use of phrases already familiar.

The vocabulary has been made as complete as possible in order to avoid tiresome cross-references.

The authors wish to acknowledge their special indebtedness to Professor F. L. Critchlow of Princeton University for his careful revision of the whole of the manuscript, and for his many valuable suggestions, most of which have been incorporated in the book.

Thanks are also due to Professor Christian Gauss of Princeton University, who has read part of the manuscript, and to Professor W. Sihler of Luther College, for reading part of the proof.

PRINCETON, N. J., January, 1907.



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