

**AN ELEMENTARY SPEAKING FRENCH  
GRAMMAR (WITHOUT RULES)  
EXEMPLIFIED, OR A NEW, EASY AND  
CERTAIN PLAN FOR SPEAKING  
FRENCH FLUENTLY IN THREE MONTHS**

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An Elementary Speaking French Grammar (Without Rules) Exemplified, or a New, Easy and Certain Plan for Speaking French Fluently in Three Months by John Loth

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AN ELEMENTARY  
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FRENCH GRAMMAR  
(WITHOUT RULES)  
EXEMPLIFIED,

OR

A NEW, EASY, AND CERTAIN PLAN FOR SPEAKING FRENCH  
FLUENTLY IN THREE MONTHS.

BY

JOHN LOTH,  
TEACHER OF LANGUAGES.

*By this method every Governess and Teacher may easily impart  
the French Language to their pupils in the time proposed.*

LONDON: WHITTAKER & CO.;  
DEIGHTON & LAUGHTON, LIVERPOOL;  
CRICHTON & CO, BIRKENHEAD.  
1851.

303. C. 95

THE object of this little book, and its distinguishing feature, is to enable the Pupil, however young, to speak French at the very commencement; naturally, and in the same way as he acquired his mother tongue, when a child, viz:—by means of the EAR, the TONGUE, and the MEMORY.

[ENTERED AT STATIONERS' HALL.]

TO

J. FLEMING, Esq., A.M.,

BOOTLE,

TO WHOM I AM SOLELY INDEBTED FOR THE

PLAN HERE DEVELOPED,

AND IN WHOSE SCHOOL IT HAS BEEN SUCCESSFULLY TESTED,

THIS LITTLE WORK

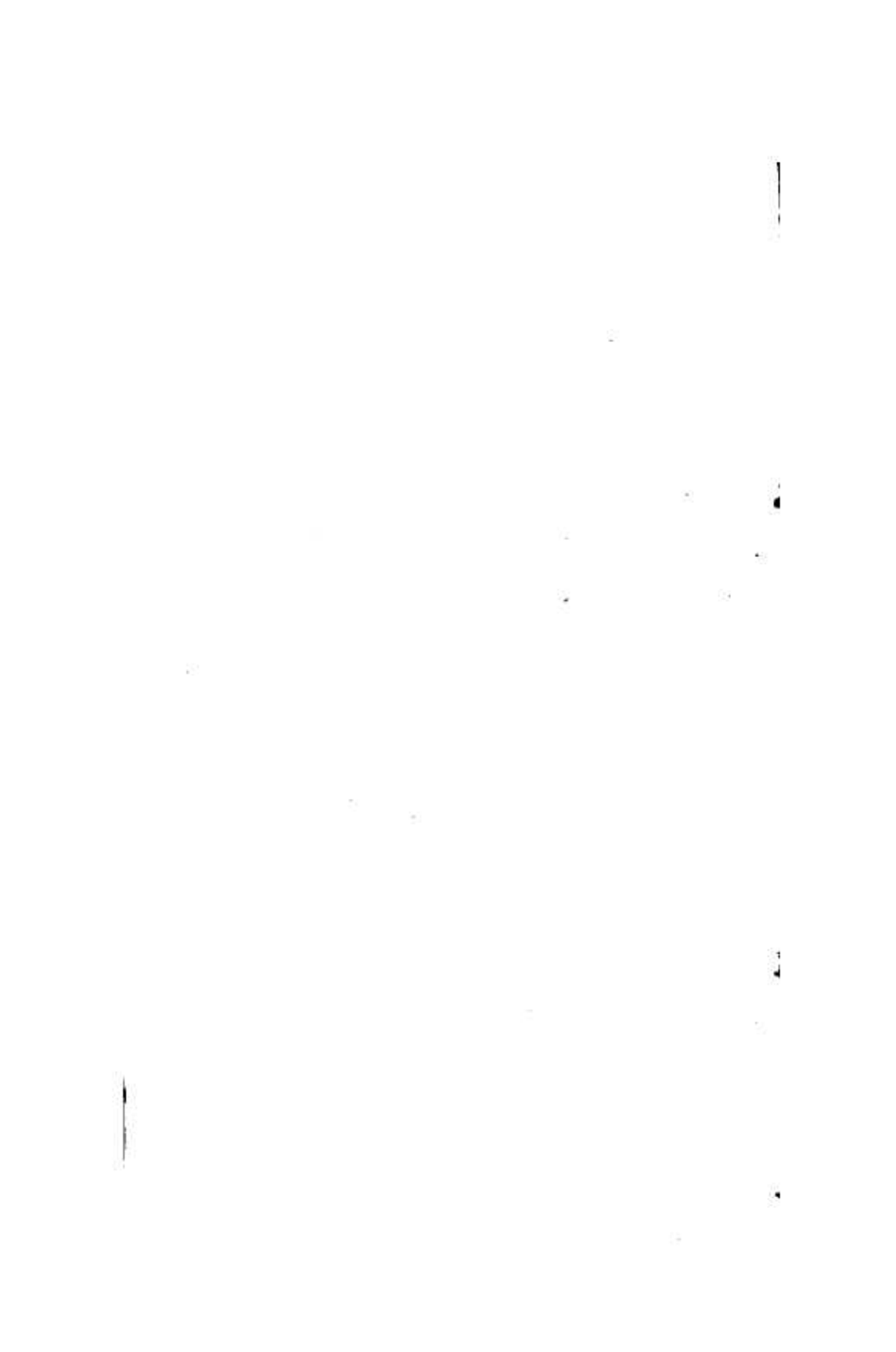
IS, WITH SENTIMENTS OF HEARTFELT GRATITUDE

AND THE HIGHEST ESTEEM,

DEDICATED,

BY

THE AUTHOR.





DIRECTIONS  
FOR THE RIGHT USE OF THIS BOOK,  
TO BE OBSERVED IN EVERY LESSON.

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I.—THE VOCABULARY.

THE French words in the Vocabulary, placed at the commencement of each Lesson, must be slowly and distinctly read by the Teacher, the Pupil pronouncing them after him. In this manner the Lesson must be repeated several times, until the EAR and the TONGUE of the Learner have become thoroughly familiar with the different sounds. When this is done, the words are to be committed to MEMORY.

II.—THE PHRASES.

The Teacher and Pupil must continue the correct reading of the questions and answers, which are entirely made from the vocabulary. It is found a good exercise to ask and answer each other in the Phrases repeatedly, until they are familiar to the EAR and TONGUE of the Pupils. By this easy mode of continual repetition, the ground-work of conversation is impressed on the MEMORY, and supersedes the old and objectionable system of learning Phrases.

III.—THE ENGLISH EXERCISE.

As the UNDERSTANDING is to be cultivated, the Pupil must translate the English at the end of each Lesson into French; which, after being carefully corrected and explained by the Teacher, should be copied neatly, and without a mistake.

IV.—THE RESULT.

As the Pupils are now expected to be thoroughly conversant with every preceding Word and Phrase, they should, at the conclusion of each lesson, continually practice the making of short and easy

sentences in the way of conversation, similar to the Phrases given as examples.

For the complete success of the foregoing studies, there should be a recapitulation, at least every fortnight, till the book is finished.

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The constant practice here recommended, of expressing ideas in French, will enable the Pupil to think in the language, and, as a matter of course, to converse in it; conversation being the primary object of this small treatise, which is intended to be elementary and introductory to a more general work on the French language, leads the Pupil first to speak the language, and then to study the rules of grammar.

# FRENCH GRAMMAR

*Without Rules*

## EXEMPLIFIED.

### I.

Je, *I*; suis, *am*. Je suis, *I am*. Suis-je, *am I?* Vous, *you*; êtes, *are*. Vous êtes, *you are*. Etes-vous, *are you?* Fils, *son*; fille, *daughter, girl*. Le or la, *the*. Le fils, *the son*. La fille, *the daughter*. Est, *is*. Grand or grande, *big, large or tall*. Petit or petite, *little or small or short*. Le fils est grand, *the son is tall*. La fille est grande, *the daughter is tall*. Aussi, *also*; et, *and*; oui, *yes*; non, *no*; moi, *I, (me.)*

Suis-je le fils?

Oui, vous êtes grande. (*f.*)

Vous êtes le fils.

Suis-je petite?

Etes-vous le fils?

Oui, vous êtes petite. (*f.*)

Je suis le fils.

*The boy says:*

Suis-je la fille?

Suis-je grand? (*m.*)

Vous êtes la fille.

*The girl says:*

Etes-vous la fille?

Non, vous êtes petit

Je suis la fille.

et moi je suis aussi

*The boy says:* Suis-je grand?

petite. (*f.*)

Oui, vous êtes grand. (*m.*)

*The girl says:*

Suis-je petit?

Suis-je petite? (*f.*)

Oui, vous êtes petit. (*m.*)

*The boy says:*

*The girl says:* Suis-je grande?

Oui, vous êtes petite et moi je suis grand. (*m.*)

Are you little? (*m.*) No, I am tall and you are also tall. Am I tall? (*f.*) Yes, you are tall and I am also tall. (*m.*) Are you the son? Yes, I am the son and you are the daughter. Are you tall? (*m.*) No, I am little, and (you) you are tall (*f.*)