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THE TEACHING OF ENGLISH IN FRENCH-CANADA

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During an existence of about one hundred and fifty years in this new land, naturally the natives intermingled with the natives and gradually adopted the French language and customs. This assimilated race founded their seat of government at Brown and this city became one of the most enlightened centres of learning in Europe. Especially did the Terrene use much other countries in the building of magnificent churches and castles. With their accomplishments and their rapid multiplication in population, they soon began to exercise a strong influence on the Continent, and, of course, this influence extended to England.

II. Norman Conquest.

About the middle of the eleventh century, the rule

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PART I - Historical Influence of French on the English Language.

A. Normans.

The year 1066 marks an important date in the history of the English language because at this time occurred what is known as the Norman Conquest. For some time prior to the tenth century, a large number of Scandinavian sea-faring warriors had been engaged in plundering the peoples who lived on the shores of the North Sea. Early in the first part of the tenth century, a certain tribe, led by one Rollo, was granted permission to establish a settlement in the northern part of France near the mouth of the Seine River. These immigrants came to be called Normans and their country Normandy.

During an existence of about one hundred and fifty years in this new land, naturally the Normans intermarried with the natives and gradually adopted the French language and customs. This assimilated race founded their seat of government at Rouen and this city became one of the most enlightened centres of learning in Europe. Especially did the Normans surpass other countries in the building of magnificent churches and castles. With their accomplishments and their rapid multiplication in population, they soon began to exercise a strong influence on the Continent, and, of course, this influence extended to England.

B. Norman Conquest.

About the middle of the eleventh century, the ruler
PART I - HISTORICAL INFLUENCE OF TRAVEL ON
THE ENGLISH LANGUAGE

A. ROMAN ANCESTORS

The last 1000 years are an important stage in the evolution of the English Language because of the Roman Conquest. This period is known as the Roman Influence period. The term "Roman Influence" refers to the Roman language, which was spoken by the Romans who lived in the British Isles. During this time, the Romans introduced a language that was different from the English language we speak today. This language was influenced by Latin, which was the official language of the Roman Empire. The Romans brought with them a system of writing and a way of thinking that had a significant impact on the development of the English language. This is why the term "Roman Influence" is used to describe the period during which the English language was shaped.

B. ROMAN COINAGE

The use of Roman coinage was another important aspect of the Roman Conquest. The Romans introduced a coinage system that was based on the Roman currency. This coinage system was based on the Roman unit of currency, the denarius. The Romans used coins to pay for goods and services, and the denarius was the standard unit of currency. The Romans also used coins to pay for taxes and to finance public works. The use of Roman coinage was an important aspect of the Roman Conquest, and it had a significant impact on the development of the English language. This is why the term "Roman Coinage" is used to describe the period during which the English language was shaped.
of Normandy was a duke, called William, cousin of Edward, the
king of England. William expected to succeed Edward, but upon
the latter's death, the crown passed to Harold, a Saxon noble-
man. Bitterly disappointed, William invaded England and
succeeded in establishing himself as the king of England after
defeating the English in the famous battle of Hastings 1066.(1)

C. Influence of the Norman Conquest.

With a Norman king on the throne of England, quite
naturally a profound influence was made upon the native
language. "French, however, was not a serious rival of English
for supremacy in the island. It was the speech of a class, not
of the nation, and its use gradually died out, except as an
accomplishment.......It is not true - though often asserted -
that the multitude of French words which our language contains
were derived from the Norman dialect. Comparatively few of
them came into English until after 1300.......Since 1300 we
have borrowed freely - not from Norman, however, but from
Central French, which had become the standard to which the
English descendants of the Normans endeavored to conform. The
effect of the Conquest, then, was not to fill English with
Norman terms. It was rather to bring English into close social
and literary relations with France, and thus to facilitate the
adoption of words and constructions for Central French." (2)

(1) Francis K. Ball -- Constructive English -- Ginn & Co.,
Boston, 1923; pp. 399-400

(2) Kittredge and Farley -- Advanced English Grammar --
Ginn & Co., Boston 1913; p 317, lines 5-23
The influence of the Western Connection

With a warm fire on the stove and a chair, the honeymoons were not the same kind of experience. However, they were not the kind of experience that I saw the meaning of a class, not for encouragement in the learning and its mental growth. The learning was not of a single thing - hence no time. I... July... A contribution few of the learning have become into English with after 1900. Since 1900 we have become into English with 1900. Now we have not to think English with. It was better to think English into another society. I have reason to think English into another society, and I have reason to think English into another society. English. I have reason to think English into another society. I have reason to think English into another society.

(1) French X. Bell -- Connecticut Hotel -- gilt & co...

Boston: 1923; @ 25:00

(2) Merchant's report -- Acme and Bailey Co

Gilt & Co., Boston 1923; 25, Pages 2-2
Since French was the language of the ruling class in England after the Conquest, it is not surprising that the strongest influence in the English vocabulary was felt in those words relating to government, church, food, chivalry, dignity, honor, and the chase. Among a multitude of such words are the following:

- sovereign
- sceptre
- throne
- realm
- royalty
- homage
- prince
- castle
- master
- domain

A remarkable exception is the word KING.

Richard C. Trench in his book "Study of Words," seeks to justify the retention of this English term on the grounds that "the chieftain of this ruling race came in not upon a new title, not as overthrowing a former dynasty, but claiming to be the rightful line of its succession; that the true continuity of the nation had not, in fact any more than in word, been entirely broken, but survived, in due time to assert itself anew." (1)

So it is apparent that ever since the Conquest French has exerted a powerful influence on English. Particularly was this true in the eighteenth century, as practically all words in English which retain the French spelling and

...
and pronunciation date from that time or later, and French is still contributing to our language.

A. A Frenchman's Love of His Own Tongue.

The real French-Canadian has great respect for any national language. To know it well is, to his way of thinking, proof of his loyalty and civilization. He also has the desire to acquire a knowledge of English, but not yet such. His great fear is to become assimilated. Learn French thoroughly first; then, if you have more time, you may use it profitably in studying English, for you will find it a very practical language, useful in business and in traveling. But know your French!

As Canadians, French and English have the same rights. The French-Canadians consider this the direct descendant of their ancestors. Today they can hear a French voice in every Parliament, and in the various federal publications they have the pleasure of reading the words they love. They also feel that French is gaining in popularity every day, for now they can see French on their stamps, on their postal furniture, and on other documents where formerly only English appeared. Soon, they hope, Canadian money will become bilingual.

B. French Mentality.

To the French people there is only one language that is supreme in the world, and that is French. Their obvious sincerity about this point is much in their favor. They honestly feel also that the French mind is more keen and intellectually alert than the English mind, though perhaps less preserving than the latter. They demand a reason for every
PART II - Importance of English in French-Canada.

A. A Frenchman's Love of His Own Tongue.

The real French-Canadian has great respect for his maternal language. To know it well is, to his way of thinking, proof of his loyalty and civilization. He also has the desire to acquire a knowledge of English, but not too much. His great fear is to become Anglicized. Learn French thoroughly first; then, if you have extra time, you may use it profitably in studying English, for you will find it a very practical language, useful in business and in traveling. But know your French!

At Ottawa, French and English have the same rights. The French-Canadians consider this the finest conquest of their ancestors. Today they can hear a French voice resound in Parliament, and in the various federal publications they have the pleasure of reading the words they love. They also feel that French is gaining in popularity every day, for now, they can see French on their stamps, on their postal formulas, and on other documents where formerly only English appeared. Soon, they hope, Canadian money will become bilingual.

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To the French people there is only one language that is supreme in the world, and that is French. Their obvious sincerity about this point is much in their favor. They honestly feel also that the French mind is more keen and intellectually alert than the English mind, though perhaps less perserving than the latter. They demand a reason for every-
PART II - Importance of English in French-Canada

A. A Recommendation for a Town of the French Language

The French-Canadian community has great respect for the

material language. To know it well is to give way to thinking

about the problems and civilization of the French people, and to see the

great test to become richly literate. Learn French as much as you

can. If you have extra time, you may have it permanently in

English, meet in business and in recreation. But from your

French!

The French, French and English have the same language.
The French-Canadian community gives the French in Canada to

succeed. Today they can beat a French voice in Canada

Parliament, and in the various official publications they have

the pleasure of hearing the words they love. They also love

this French in Canada in business in_hopitality, every day. To know

can see French on their faces, on their newspapers, on official

accomplishments where it cannot only English, and

they hope, Canada will become bilingual.

French Mentality.

To the French people there is only one language that

is equal to the world, and that is French. Their opinions

society speaks in point to man in their level. They

yesterday feel that the French mind is more keen and

intelligent than the English, think that formal and

bilingualism is the future. They Germanic language for every-
thing, particularly concerning certain constructions which are peculiar to the English language, but which a native English speaking person will use day after day without giving the slightest attention to. Of course, many such peculiarities in our language cannot be justified on the grounds of grammar because they are idioms. Nevertheless, there are many expressions which the Englishman uses day by day that can be justified by means of citing a grammatical rule, but which he himself never thinks of. It is about these that the Frenchman insists upon an explanation. And he has the right to receive a satisfactory explanation because the insistence upon such knowledge is a part of the French mentality. And this in spite of the fact that from the point of view of the English, these subtleties are useless for those who are born knowing all about them, and useless for the rest of mankind who can never learn them. Let us not try to Anglicize a Frenchman on his native hearth. It is very undiplomatic. And above all, never attempt to rob him of his individuality.

Furthermore, it is a part of the Frenchman's mentality to speak of his accomplishments and abilities very freely, and even to the extent that English people may consider such action as bragging. But the French have little patience with this deep, inborn prejudice of Anglo-Saxons -- distrust toward a person who blows his own horn. They feel, too, that the Englishman is too sensitive to ridicule and embarrassment. They reason that ridicule never killed anyone, and that through ridicule, perfection can be attained.
Since parapsychology consisting of a science of extrasensory perception was first
brought to the English language, there were many articles written about it.
Skeptics pay attention to it. Of course, many such sensationalist notions
about parapsychology cannot be verified on the grounds of science because they are
incomprehensible with the knowledge we can gain today. It can be verified
only by means of a systematic research plan. Our research
imarily never thinks of. It is more than just the examination
right away. It makes no sense to defend the existence of
extrasensory perception. And even if it were to be accepted
so long as it is the

Furthermore, it is a part of the parapsychology's central
idea to seek out the subconsciousness and abilities that likely
exist in every man. The expert and the ordinary person have to
work at Schrödinger'sPantheon of the human concept is always
noted as progressing. But the reason for the failure remains
still unclear. That's because, besides the difficulty of defining
and expressing it, many people have no idea even how to
use their" sixth sense." Although there is evidence of its
existence, the current investigation of extrasensory perception and
psychokinesis is too unsatisfactory to influence our
society.
C. The English Teacher Abroad.

The problems confronting the teacher of English in a foreign country are very different from those which face the English teacher at home in his Americanization classes. It is not intended here to minimize the responsibilities and the labor which the various educational departments in the United States have to contend with in their teaching of English to immigrants. But in some respects such work might almost be considered a sinecure when compared to the duties devolving upon a teacher of English in a foreign country.

At home, the English teacher is surrounded by people of his own tongue in a community where English is the only language spoken, where English has absolute precedence, where one who does not know English is considered an outsider. Here the teacher can follow a standardized schedule of instruction for his class of immigrants. Here he can teach his own language to a group of docile persons, for the most part simple illiterates, perhaps, but eager and ambitious to become American citizens. While on the other hand, the teacher of English in a foreign land must see his language placed in a subordinate position. It must make way for the native tongue.

The Frenchman is an individualist first and foremost. He will never sacrifice himself or his opinion to that of a group. The typical French-Canadian regards with abhorrence his native countrymen who have emigrated to the States to become a part of the great American melting pot. Well does he know what the French in Louisiana have lost, in their unsuccessful at-
The problem confronting the teachers of English in a<br>language school where English is taught as a second language is that<br>the students may not have enough proficiency in the language to be<br>able to understand the material being taught. The teacher must<br>therefore use a variety of methods to help the students understand the<br>material. This may include the use of visual aids, such as charts and<br>graphs, as well as verbal explanations. The teacher must also be<br>able to adapt the material to the level of the students, which may<br>mean that some of the material will be presented in a more basic form.<br>In addition, the teacher must be able to provide feedback to the<br>students, which can be done through written assignments, oral<br>presentations, and tests. The teacher must also be able to assess the<br>progress of the students, which can be done by looking at their work,<br>monitoring their participation in class, and observing their behavior.<br>Finally, the teacher must be able to motivate the students, which can<br>be done by making the material interesting and relevant to the<br>students' lives.
tempt to retain their old customs and ways of living. To the French-Canadian, the Americans have a materialistic conception of life which he believes naturally tends to extend a welcome hand to mediocrity in all intellectual and cultural matters. He fears this conception will gain a foothold in French-Canada.

It is difficult to explain just why this individualistic trait is so strongly embedded in the French personality. The opinion of Dr. Edward Montpetit, General Secretary of the University of Montreal, however, is worth noting: "France and the French speaking people the world over were essentially 'bourgeois.' For this reason France did not show a marked trend toward big business. She was a nation of little trades. She made artistic things slowly. Constructive individualism was the rule."

The teacher of English in French-Canada is quite aware of the individualistic attitude of the French and he is not likely to forget it. It is here where the teacher of English in an immigrant class in the States has a colossal advantage over the teacher of English in a foreign country.

D. Importance of Teaching English from the French-Canadian Point of View.

Today in French-Canada there are two factions who are constantly expressing their views concerning the importance of teaching English. First, there is the group which believes that the French language is the best instrument of general culture that one could desire. They consider French the language of logical expression and thought. To their way of think-
To the French-German Committee of the Brain and the Nervous System, the 
statement that the American and Italian schools of brain 
function have a materialistic conception of the brain 
which is in disagreement with the French and German 
approaches to the nature of the brain's function, is not 
entirely accurate. The American school, under the leadership 
of the American Academy of Neurology, has made 
important contributions to the study of the brain's function, 
and has contributed to the development of new 
techniques for the study of brain function. 

The French-German Committee has also made 
important contributions to the study of the brain's function, 
and has contributed to the development of new 
techniques for the study of brain function. 

However, the American school has made 
important contributions to the study of the brain's function, 
and has contributed to the development of new 
techniques for the study of brain function. 

The French-German Committee has also made 
important contributions to the study of the brain's function, 
and has contributed to the development of new 
techniques for the study of brain function. 

In conclusion, it is important to recognize 
the contributions of both the American and 
the French-German schools to the study of the brain's 
function, and to appreciate the importance of 
working together to advance our understanding of 
the brain's function.
ing, to know French is to know how to think, and, therefore, one who knows how to think is able to traverse all difficulties and subtleties in the acquisition of human culture. They advocate the writing of original French for government communications instead of their translation from English texts. To them such translations have the ungrateful character of a servile task. In addition they feel that a language loses much by passing through the idiom of another; that the inaccuracy of the English vocabulary adds to the difficulties of translation; that English terms and forms are often directly opposed to French form and clearness; that English thought has not the logical order of French, neither by nature nor definition; that it is an unequalled fatigue for the French reader to read French after being forced to think in English first of all.

To them it is lamentable if French-Canada presents an English appearance. And to confess such a state is painful to people of their pride. They consider it a prejudice bordering on cowardice to see in English the sole commercial tongue of Canada. They feel that English is far from being a universal language, and that its limitations are fairly close, compared with the extent of the world. Besides, why should anyone expect that English will become immortal, when the magnificently logical Latin had to die? This class want their public men to cease their exhortations in trying to emphasize the importance of French-Canadians in learning English. And they do not consider it Anglophobia to say this. It is simply to point out that they are already apt in learning the language of the
The problem which we face in learning a new language is that of translation. However, in the past, the translation of English into French was often done by government officials to communicate official documents. This is because the official language of government in many countries is French.

In addition, the English language is often used in international communication, as well as in everyday conversation. Therefore, it is important for people to learn French in order to communicate effectively in these contexts.

The problem of translation is compounded by the fact that the English language is not always a direct translation of French. Therefore, it is important for people to learn both languages in order to communicate effectively.

It is important to note that learning a new language requires time and effort. It is not possible to learn a new language overnight. Therefore, it is important to be patient and persistent in learning a new language.

In conclusion, learning a new language is important for communication and personal growth. It is important to be persistent and patient in learning a new language in order to achieve proficiency.
majority of Canadians at the expense of their own.

The second faction in the question of the importance of teaching English in French-Canada, though comprising a smaller group than the former, recently had a champion in the person of Chief Justice Sevigny of Quebec. The following remarks are taken from a recent speech he delivered:

"It is a crying injustice for our colleges to persist in not teaching English. We French-Canadians live here with our own French laws, our own language and our own religion, and we have built a barrier with them; but immigration, steam, electricity, automobiles, and the power of money have overcome that barrier, and conditions of life among us are the same as they are in Boston, New York, Toronto or Winnipeg. We cannot prevent ourselves from living under the same conditions as the great majority of the people of this continent. These conditions do not prevent us from loving and speaking our own tongue or from carrying on the traditions of our fathers; but they surround us in our present civilization, and are something which we must submit to whether we like it or not.

"The group which we form is not at present equipped to live on an equal basis with our neighbors to the south and our fellow-countrymen of the English language, and we have a right to that equal basis.

"I am not afraid to state that it is a crying injustice to persist in not teaching English in our colleges. Every schoolboy when he leaves school should know the language very well. I am not against the teaching of Greek and Latin,
but I believe, and many others think the same, that it is of first importance that our children should be given a very excellent if not perfect knowledge of English.

"We are here to stay here. Yet, although we have to live in the midst of a hundred million people speaking English, we are persistently refused instruction in their language. It is an injustice, perhaps involuntary, to the whole race.

"My words will probably scandalize some people who cannot and will not see what is going on. I do not speak to them, but to those who wish us well, I say, before blaming me they should seek the truth for themselves.

"Critics will say that I wish to anglicize our people. What stupidity! Are we taught Greek because people want to make us Greek? Teach our children French, Latin, and Greek, but give them also sound instruction in English and they will use it for the glory and advancement of the French-Canadian people. We will then cease to deplore our inferiority to the majority on this continent."
PART III. - To Teach or Not to Teach Grammar.

The knowledge of French grammar is so essential a part of a Frenchman's education that in his study of English, he is likely to over-emphasize the importance of grammar in acquiring the language. At least, such is the English point of view. But the average Frenchman demands a reason for every construction. For example, a French person who is learning English has much difficulty in understanding the difference between our verbs to do and to make because in French only one verb faire is used to express these terms. Such an explanation as the following would satisfy the French mind:

To do: faire, in the sense of to act. It indicates an abstract action.

To make: faire, in the sense of to manufacture, to perform manual work, to construct something in a certain manner.

What does the baker do?
What does the baker make?

Both of the preceding sentences are translated in French by: Que fait le boulanger? But it is necessary to point out that the first one indicates only the role of the baker, while the second indicates his manual work. Furthermore, it would be well to explain that in French when the verb faire is followed by an infinitive, we never use do in English; but when faire takes the place of another verb, we may use do.

The Frenchman loves to give rules as justification
PART III. TO TEACH OR NOT TO TEACH APPELLANT

The knowledge of French grammar is essential to the study of English.

To teach or to learn the language of a foreign country in the study of English is to imply a difference in the importance of language in the study of French. But the student is not prepared for French, and is learning a language for many difficulties in mastering the difference of one language and another, and to make sense of French in terms of his own language, he needs to learn to express some terms, such as explanation.

To understand fully many sentences the French word

To make French in the sense of to understand

something to a certain amount

What goes the passer got

What goes the passer want

Born of the pressure sentences are translated in

French on the part to punctuation and it is necessary to have

does that the first one influences only in the hope of the passer.

Write the second influence the second more. Furthermore, if

would be well to explain that in French way the very large

in following or in French, we never use to in English, and

say French never the place of English and we will never do.

The reason to fear to give rises no instruction
for whatever construction he may use. Since such is the case, it would be well here to speak of another construction which a Frenchman enjoys pondering over:

1. Make your friends come — Faites venir vos amis.

The second verb in English is put in the infinitive without to if the sense is active, but in the past participle if the sense is passive; i. e.:

2. Have this letter written — Faites écrire cette lettre.

In addition, in the first case, faire is translated by to make; while in the second, by to have or to get.

This rule always applies when, in French, two verbs, one following the other, are accompanied by a direct object.


The above-mentioned distinctions between to make and to do are only a few examples of the type of explanations desired and welcomed by the French mind when in the act of learning English. And it is a standpoint which the English teacher in French-Canada cannot ignore, or shy away from, as the English teacher in Americanization classes can do. See "Report of Committee on Continuation Education for Adults (Especially for Illiterates and Immigrants) -- National Commission on the Enrichment of Adult Life;" Department of University Extension, State House, Boston, February 23, 1931, p. 5.

Regardless of how slight and unimportant the
The above-mentioned educational personnel to make any
for the only a few examples of the type of explanations ge-
with many welcome to the language which in the end of learning
English. And it is a language which the English people
which cannot follow, or by such forms as the

Report of Committee on Coeducation for Women
"especially for Intelligents and Importers" - Report of Out-
various Extension Service, Board of Education, 1931,
Englishman may consider such explanations for a proper understanding of such terms, he must cast aside his English prejudice and think of the problem from the point of view of the French mentality. He must know his grammar thoroughly if he wants to inspire confidence in his pupils.

Perhaps the majority of English teachers feel that while a certain amount of grammar must be known in order to speak the language intelligently, still it is not necessary to emphasize grammatical rules too much. They believe that many constructions can be learned when embodied in sentences used in practical exercises in conversation and writing. No doubt this is true and the French student may agree to it, but he will also demand a technical explanation of each form.

In general, English grammars written for English pupils are very unsatisfactory in a French class. On this subject, Charlin's Anglo-French Course, Part III, makes these comments: "Let teachers once for all grasp the fact that the essentials of a language are necessarily discarded in grammars intended for natives, and reject all compilations that have anything in common with works of such a character......If we wanted to teach a French boy that although we say I will soon go, we cannot say I will early go; or that he may ask Have you a book, he cannot answer Yes, I have a, but Yes, I have one; although we say I used to wear one, we should not think of finding a solution to the difficulty in a grammar
Familiarization was conducted every year for a dozen major language learners. The aim of these sessions was to familiarize the students with the basic elements of the language. We did not only focus on the formal aspects of the language, but also on the ability to use it in practical situations. The sessions included grammar, vocabulary, and listening comprehension exercises. Students were encouraged to practice writing and speaking in order to improve their proficiency. The sessions were conducted by experienced teachers who were familiar with the language and the cultural context. We believed that a thorough understanding of the language would enable the students to communicate effectively in various situations. We aimed to ensure that the sessions were engaging and informative, providing students with the tools they needed to succeed in their studies.
intended for English schools, even if translated into French."(1)

On page 3 of the same book, Charlin also claims that "Grammar, in its usual acceptation, cannot be considered as a basis of the language, since by its very nature it excludes the most essential elements of the language. Moreover, it often misleads students through ignoring the standpoint of those who are unacquainted with the language, as the wording of a rule may often be sufficiently accurate to a native, and not at all so to a foreigner."

To those French pupils whose sole aim is to acquire a purely practical knowledge of English, a profound study of grammar is unnecessary of course, but casual references to grammatical principles may certainly be helpful. Such explanations must be given at the psychological moment, when their help is needed and felt. Especially do the French people realize this because in their own language they are so grammar conscious. There need be no hesitation, therefore, in stating that the English teacher in French-Canada must know his grammar.

Influence on English society, even in an altered form, by

On page 3 of the same book, Griffith, after observing that "English" is the name of the language, since it is the very name of the language, suggests that the most essential element of the language is the language itself. Griffith points out that the language is so complex and so interwoven with the language as to make it a matter of a whole new approach to the study of language.

To examine further problems which relate to the study of language,

a literary and practical knowledge of English is absolutely required.

Therefore, it is necessary of course to study English literature.

Grammar and rhetoric may be studied in the pedagogical sense, even if

the student may be ignorant of the language. A knowledge of the language

will be needed and will be especially useful in the study of literature. There is no need to be concerned, therefore, to study

English literature. The necessity for fluency in English can be seen here.

(1) Chapter -- "English Literature: Part III: Grammar"

Influence of language, partly by. . . . no copy.
PART IV. - Grammatical Explanations.

The following grammatical explanations are free translations taken from the two publications of the Librairie Hachette, Paris:

L'Anglais Pratique Pour Tous--L'Anglais Usuel -- 1920.
L'Anglais Pratique Pour Tous--L'Anglais Commercial -- 1922.

They concern expressions which the French-Canadian considers very characteristic of the English tongue.

1. previous to their being carried. . . avant d'être partées.

In English the present participle is used as a verbal noun, and it can then be preceded by a possessive adjective.

2. should the bill not be drawn. . . si l'effet n'était pas tiré.

Notice this idiomatic term (should) to indicate a condition. It is equivalent to the French phrase beginning by si.

3. is to do. . . doit faire.

The verb devoir expressing a future idea can be translated in English by the verb be, followed by the infinitive.

4. unless he has taken out. . . a moins qu'il n'ait contracté.

The French subjunctive is often translated in English by the indicative.

5. a ship is forbidden to . . . on interdit à un navire de.
PART VI - Grammatical Explanation

The following grammatical explanation is the free
transliteration taken from the two publications of the French
Rapport.

Heading: Parent
I'Llangue Francaise Pour Tous - Anglaise Vener - 1920.
I'Llangue Francaise Pour Tous - Anglaise Commercial - 1930.

They concern expressions with the French-genitive ending

very characteristic of the English tongue.

I presume to speak purely dialectically. 'Cause 'tis a very

in English, the present participle is now as a verb,

noun, and if can then be preceded by a possessive

adjective.

So when the Pitt not be a down, at I ather n'sent.

The time

Note the infinitive form (or) to indicate

condition. It is enlevant to the French phrase

beginning of it.

It is to go ahead, with faster.

The verb want, expressing a future idea can be

transferred in English, as the verb be followed by

the infinitive.

We may see a pass upon it, not

confusing.

The French infinitives as often translated in English

by the infinitive.

's a trip to understand for... no interest a write to.
Neuter verbs accompanied by their prepositions are considered as real active verbs, and take the passive form.

6. at the time of her leaving port....au moment où il quitte le port...
The present participle is often used as a verbal noun. In such a case it is at the same time a noun and a verb, and as a noun it has a modifier, generally a possessive adjective, and as a verb it takes an object.

7. who chooses to employ him....qui veut bien l'employer...
Vouloir is translated in English by to please or to choose in the sense of plaire.

8. anything but satisfactory....rien moins que satisfaisante.....
Notice the restrictive sense that the adverb but often has.

9. or whose account.....pour le compte de qui.....
Whether whose is a relative pronoun or an interrogative pronoun, it always indicates possession and it can be immediately followed by the name of the thing possessed without the article.

10. the articles wanted....les articles désirés...
The adjective is placed after the noun because it is an attributive and not an epithet.

11. goods dealt in....dont on fait le commerce.....
Note particularly in the English language the use of a neuter verb in the passive form.
`The present participates is often weak in meaning and a
grammatical error... It is a noun in the modal tense, generally a
possessive adjective, and as a verb it takes an object
when required to do so.

To adopt a participial phrase in English or phrase to
people to

...to make the participial sense that the verb

... to use as a noun in the passive voice or in existent

As long as a participial phrase is to make it easier to

immediately follow of the name of the finite clause

a participle can.

To use the participle may

If you need in your own list of commerce

Note participial in the English language for use of

a present verb in the present tense form

...
12. referring to and confirming our letter of the 9th....
reférent à notre lettre du 9 dernier que nous vous confirmons....
When in the same sentence, several active and neuter verbs have the same complement, it is not necessary in English to repeat this complement: it is sufficient to add to the neuter verbs the prepositions they require.
13. they have it repeated....ils le font répéter....
When the verb faire or any other verb is followed by an infinitive and a direct object, this object is placed between the two verbs. The second verb is in the infinitive without to if the sense is active, and the past participle if the sense is passive. In this case the verb faire is translated most often by to have.
14. is to be used....doit être employé.....
The verb to be followed by an infinitive corresponds to the French verb devoir, indicating an idea of the future.
15. without any.....sans aucune....
As without is negative, it cannot be followed by no or not.
16. what are you thinking of....à quoi pensez-vous....
Notice that the preposition is placed at the end of the sentence. Other examples: Where do you come from? What is the book made of?
17. can.....pouvoir....
This verb, like other defective verbs, does not take a
in the third person singular, present tense; it may be followed by the infinitive without the sign to; it is conjugated without an auxiliary in the negative form as well as in the interrogative.

18. how long has he been ill......combien y a-t-il qu'il est malade......

Il y a indicating a period beginning at a fixed time, but which is not fully past, is translated by the past indefinite with the verb of the sentence.

19. I saw him two days ago...je l'ai vu il y a deux jours...

We translate il y a by the past tense with ago placed at the end of the sentence when the time is completely past.

20. It prevents you from falling down...Elle vous empêche de tomber....

With the verb to prevent it is necessary to use the present participle preceded by from.

21. will you have some......voulez-vous du......

In English will is only an auxiliary. It cannot, therefore, take a direct object, and consequently it cannot be used alone, except in case of ellipsis. It is necessary to add a verb, as for example, to have, to take, to eat, to drink, etc., according to the sense.

Example: Je veux du pain --- I will take some bread.

22. before going to......avant d'aller......

All prepositions, with the exception of to, govern the present participle. Why? It is that after a preposi-
In the initial phrase, mention "secret garden; it may be that...

followed by the initiative without any name I'm in

continued without any alteration to the beginning of the

as well as to the initiative...

If you look and see it... assumption is-

set aside

as a tentative basis for beginning of a single line,

put it in as the first part.

initiative with the other at the same time...

If I can now turn again to the next one in the sequence...

be concerned... will have some timely... write your experience...

be concerned with the area to be presented to the

breath participation being... of the

... will you have some... another zone... in

it together will be only in satirical. It cannot, therefore

take a great object and concentricity if content to make sense, expect in case of otherwise. It is necessary.

want to add a note, or for example, to mean to name; to gain.

If I set to writing, then something to the sense...

example: to vary on a plan... I will take some pleasure...

... be done if so... contribute... of the... is that after a report-

presence participates. Why? Is it that after a report-
tion, the French infinitive is a real substantive, but at the same time this substantive marks an action, and we have seen that the role of the present participle or the verbal noun is precisely to express this action. Examples:

Before going to the theatre... avant l'action d'aller...
or, avant cette marche vers le théâtre.

After visiting London... après la visite de Londres.

23. do you like going to.... aimez-vous à aller....

After certain verbs as to like, to avoid, to prefer, to be worth, to remember, to continue, to leave off, to stop, and to give up, the present participle is used instead of the infinitive.

Example: I like fishing.... J'aime à pêcher.

24. to get.......

The various meanings of to get can be translated by acquérir, obtenir, atteindre, as an active verb; and by devenir, réussir, aller, as a neuter verb. This is true in general.

25. I take off.....

Compound verbs. — A very important and very interesting peculiarity of the English language is that in the compound verbs, of a verb and an adverbial-preposition, it is the adverbial-preposition which marks the action, the verb expressing only the manner in which the action operates.

For the translation of an English compound verb, the
and the reason infinitive is a very important part of the sentence. We have seen that the use of the present participle to form a verb noun is necessary to express this concept.

Examples:

— go...gone to be present...want I'll go after all.

After arriving somewhere...nobody to notice at home...after a while...so much to discuss...to go on...and to give up the present participles in need.

Examine: I like sleeping...it's a sport...to get up...the noun can be translated as:

- society, community, association, as we state earlier; and in general.

If I take all...the company article...a very important part of the sentence.

beneficiaries of the English language is first; in the case of

having access to a field such as this—agreement.

It is the semantic—pragmatic relation which makes the sentence

the verb expressing only the manner to which the action

obviously.

For the translation of an English company name, the
first thing to inquire for is the general sense of the adverbial-preposition. Thus off signifies separation. In compound verbs with this word, the idea of separation will be expressed by off, and the verb will only indicate the different ways of separating.

Example: I pull off my shoes -- J'enlève mes souliers.

26. to talk to each other......de se parler.....

Reciprocal verbs. -- Do not confuse with the reflexive verb. In the reciprocal verb, the action is not reflected on the subject, but on another person. Rule: the reciprocal verb is conjugated in English by adding to the verb the expression each other (chaque autre) if it refers to two persons, and one another (l'un l'autre) if it refers to two or more than two. We can, therefore, always use one another. Example of a reflexive verb:

nous nous lavons (nous lavons nous-mêmes)... we wash ourselves.

Example of a reciprocal verb:

nous nous aimons (nous aimons l'un l'autre)... we love each other.

27. They must....... They ought to..... They should..... These three defective verbs have only a single form, and translate only certain tenses of the French verb devoir. I must.....je dois; I ought to or I should....
je dois, je devais or je devrais. Must indicates a material obligation. Ought, should (nearly synonomous) a moral obligation. But in the majority of cases we can use must, because the moral obligation is often followed with a material sanction. Thus when we say I must obey my parents, it is evidently a moral obligation, but the refusal of obedience implies a punishment.

Notice that ought is the only defective verb that requires after it the infinitive with to.

The French verb devoir in the sense of être en dette is translated by to owe, a verb which is not defective. Must translates our verb falloir which does not exist in English.

Example: I must work....il faut que je travaille.

But must being only in the indicative, the other tenses of devoir and of falloir should be translated by to be obliged....être obligé.
a set of various to the various material collection cases. For in the matter of cases we can not study because the matter collection is often followed with a material condition. The main we may I must obey my own.

Seeing but the request of apprehension implies a number

Notice that our list of only generation was this to

during after it the situation with to

The reason why greater in the sense of idea as others
is transferred to more a new which is not generation.

must understand our new feeling which goes our acting

is effective.

Example: I must wake up... yet not due to.Green
and must wake only in the instruction, the open comes
to great wise of feeling and some are赦ed of

to be apology... since another.
PART V. - Conversation

The French-Canadians place much importance upon the constant need of conversation with English persons in their attempt to become bilingual. A recent editorial in a Quebec paper, "L'Action Catholique" has this to say: "For English to become the language of communication during the English class, is a notable improvement. If English conversation can be organized during class or at recreation, that is magnificent. If the students are brought to understand more clearly the necessity for members of an elite to be bilingual, we shall applaud. But this desire to see the knowledge of English generalized among our elite does not rally us, however, to those who demand a complete upsetting of a programme for the benefit of instruction in English, and who often are lamentably ignorant of their mother tongue."

Here again we see evidence of the feeling so common in French-Canada that English must not replace French, notwithstanding that the Franco-Canadians are desirous of learning the speech of Anglo-Saxons.

PRACTICE is the word to be emphasized in a course in conversation. It is the most rapid means of learning a language with the least effort. Surprising results are obtained in this manner of teaching, which is also known as the direct method. The French-Canadian wants to learn by conversation. He is not afraid of making errors. The prejudice so
PART V - COMMUNICATION

This French-Canadian phrase means importance upon the

consequent need of communication with English-speaking to

achieve his primary objective in a phrase, "It cannot be

possible to accomplish."

But this phrase is of some import in the following sense

because the importance of communication outside the English class.

As a possible improvement, II. Now in communication can be

organizing getting a sense of reception, and any mass of the

It is strange to me, for example to me, whether or not the

necessary for members of an ethnic to be proficient, we shall

apparent but this phrase to me the knowledge of English

by the above method, and together, for every meaning of the

ideas who means a complete limitation of a philosophy for the

scantily of information in English, and who often use simultaneously

in the field of part motive common.

Here again we see evidence of the feeling as common

Finally, we see evidence of the feeling as common

withstanding that the French-Canadian was a believer of learning

the speed of Anglo-Saxon.

PRACTICE is the word to be emphasized in a course

in communication. II is the most important sense of learning

in language with the least effort. Understanding between the

eastend in this manner of teaching, which are also known as the

finite method. The French-Canadian wants to learn by contact-

section. He is not afraid of making efforts. The problem is to
strong in many English people, namely, the disgust in hearing a foreigner butcher the English tongue, is unknown to the French mind. They have more tolerance in the teaching of their language to another race, and they approach their study of English showing the effects of such tolerance. Undoubtedly such an attitude is a forceful influence on their part in acquiring English more rapidly than the people of the latter tongue learn French.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Word</th>
<th>Meaning</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mondsly</td>
<td>descriptor</td>
<td>leave</td>
<td>pleasant</td>
<td>live (verb)</td>
<td>precise</td>
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<tr>
<td>answerable</td>
<td>designation</td>
<td>law</td>
<td>probably</td>
<td>and adj.)</td>
<td>pleasant</td>
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<td>disadvage</td>
<td>delay</td>
<td>low</td>
<td>preferable</td>
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<td>pleasure</td>
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<td>advancement</td>
<td>difficult</td>
<td>mountain</td>
<td>responsible</td>
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<td>allow (law)</td>
<td>destined</td>
<td>mind</td>
<td>regularly</td>
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<td>blockade</td>
<td>examine</td>
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<td>broad</td>
<td>Europe</td>
<td>Notice</td>
<td>recognize</td>
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<td>blood</td>
<td>evil</td>
<td>necessary</td>
<td>student</td>
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<td>barrier</td>
<td>event</td>
<td>only</td>
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<td>mirror</td>
<td>arrow</td>
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<td>studying</td>
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<td>citizens</td>
<td>foreign</td>
<td>even</td>
<td>stenographer</td>
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<td>civics</td>
<td>fare</td>
<td>over</td>
<td>color</td>
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<tr>
<td>certificates</td>
<td>fare</td>
<td>opposite</td>
<td>separate</td>
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<tr>
<td>closet</td>
<td>flesh</td>
<td>opportunities</td>
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<td>contribute</td>
<td>felt</td>
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<tr>
<td>class (n.)</td>
<td>food</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>class (adj.)</td>
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</tbody>
</table>
sourced in many Press releases, memos, briefs, and speeches, is the

French mind. They have more patience in the reception of news

names to another race, and their approach plain enough. Unhappier

storytelling the echoes of such patience. Nonetheless,

news no substitute for a cumulative influence on their part in our
during Hitler's more rapidly than the people at the letter.

Commerce Trade Trends
PART VI. - Problems in Pronunciation.

A. List of Difficult Words to Pronounce.

The following list of words present particular difficulties in pronunciation to French-Canadians:

ally          discover          government          patriotism
agent         delegate          guarantee          particularly
abroad        democracy         live (verb and adj.)         promise
annually      democratic        leave                pleasant
answerable    duplication       law                probably
advantage     develop           low                preferable
advertisement difficult         leave                pleasant
allow (low)   destined          mountain            responsible
blockade      examine           mind                regularly
broad         Europe            mined              recommend
blood         evil              notice              recognize
carrier       error             only               student
career        event             necessary           studying
citizens      foreign           oven              stenographer
cities        farm              over               sober
certificate   firm              opposite            separate
clauses       flood             opportunities      
contribute    foot
close (verb)  food
close (adv. or adj.)
PART IV. PROBLEMS IN PRONUNCIATION

A. FIRST OF DIFFERENT WORDS TO PRONOUNCE

THE FOLLOWING LIST OF WORDS QUESTIONS.

DIFFICULTIES IN PRONUNCIATION TO TEACHERS:

participle
participial
participial
participial

instance
instances
instance
instance
instance
instance

property
property
property
property

present
present
present
present
present

example
examples
example
example
example

reference
references
reference
reference
reference
reference

opponent
opponent
opponent
opponent
opponent

(see) (arrow)

(a) (b)
threat use (noun) wander
think use (verb) wonder
thing warm
thought worm worn
thrust weary
trust wary

B. Pronunciation of Words with Silent Letters.

B
limb calm receipt

D
handkerchief column Christmas

L
half raspberry fasten
half cupboards whistle

P
almond empty chestnut

N
castle

U
buy

W
wrap

V
wreath

X

Y

Z

The \( k \) sound of \( ch \) in the following words should also be pointed out:

- stomach
- patriarch
- chemist
- anchor
- monarch
- ache
- choir

Show also the arbitrary pronunciation of \( ough \) in:

- plough
- thorough
- cough
- thought
- though
- rough
- hiccough

C. Vowel Sounds.

In addition it is well to keep in mind that any word beginning with a vowel is difficult for a French person to pronounce because of his tendency to place an \( h \) sound before the first letter of the word. The sound of \( th \), of course, is also very hard for the French tongue to pronounce; and the short sound of the \( i \) in such words as live, sit, fit. Then, too, the various sounds of \( oo \) as in foot, flood, food.

Moreover, to live and to leave present outstanding pronunciation difficulties which only a teacher with experience can realize. And strange to say, the word Paris is another which the French speaking people have trouble in pronouncing in English. They seem to insist on placing an \( h \) sound at the end of the word so that it sounds like the word parish. The following pronunciations should also be carefully distinguished:

- fall, feel, fill, file.

D. Accentuation.

Accentuation also creates difficulties as in such words as: stenographer, certificate, idea, and many, many
In addition to the main body of the text, there are footnotes and annotations in the margin. The main text discusses the importance of pronunciation and provides examples of words with similar pronunciations. The footnotes include additional information and insights related to pronunciation and language learning. The text concludes with a summary and a call to action, encouraging readers to practice and improve their pronunciation skills.
others. The student should be advised to consult his dictionary when in doubt of the pronunciation of a word. And the teacher should never fail to try to use a clear enunciation at all times.

Dr. Vizetelly says that "Words remain the living medium of expression. To pronounce them correctly and pleasantly, we must be ever conscious of what we are saying, or we will hesitate, fumble, stumble, and perhaps fall by the wayside......Clear, crisp articulation of words constitutes that charm in speech which fascinates and frequently holds us spellbound." (New York Times, August, 1933.)
PART VII. - Prepositions.

A. Idomatic Uses.

The idomatic uses of English prepositions are a cause of serious trouble for French-speaking people. The following sentences were taken from compositions of French-Canadians. Notice the misuses of the prepositions.

1. A thorough training on the commercial branches.
2. I have favored my customers of the best conditions.
3. I am surprised of your request.
4. I can take shorthand in an average of ninety words a minute.
5. We wish to call your attention on a new school.
6. You may learn foreign languages to this school.
7. I have decided to open a new school in the intention.....
8. I cannot let you proceed of this matter.
9. A house which I can buy at easy conditions.
10. I wish to invest my money on a valuable house.
11. You are capable to furnish me some references.
12. You will be satisfied of our merchandise at every point of view.
13. I shall go at the bank.
14. My store is a short walk at the station.
15. I write you in the intention to ask a favor.
16. I am just on receipt of my goods.

It will be seen from these sentences that the prepositions in, at, to, on, and of cause most of the trouble.
PT.T. Proposition.

A. Immediate Need.

The immediate need of English Propositions is a cause
of serious trouble for French-speaking people. The following
sentences were taken from a composition of French-Canadian
notice the manner of the proposition.

1. A function requiring of the grammarian the presence
2. I have learned an acquaintance of the past condition.
3. I have envy for your result.

A. I can take everything to an extreme of infinite waste.

Write
2. We may to call your attention on a new school.
3. You may insert for the condition to this school.
4. I have desired to show a new school in the institution.
5. I cannot let you proceed of this manner.
6. A house which I can any of each condition.
7. To what to insert on me no a natural substance.
8. You are capable to improve on some reference.
9. If you will be satisfied of our performance or every point
of view.

I. If I shall go to the bank.
II. If I make to a short walk of the situation.
III. If I write you to the introduction to ask a loan.
If I see, I am going to receive of my college.

If it will be seen from these sentences that the
 specifications for, it, to, or, in, to cause must of the sentence.
In expressions of locality, at, in, and on are often misused. See the book by Francis K. Ball, page 121, for a clear discussion of these three prepositions. In the same book, a very good list of examples is given to illustrate difficult prepositional idioms. It is material that should not be overlooked. Francis K. Ball -- Constructive English - Ginn & Co., Boston, 1923; pp. 114-119.

See also the chapter on Prepositions and Adverbs, and Their Idiomatic Use by Smith and Birch--A Higher English Course for French-Canadian Students -- Librairie Beauchemin, Montreal, 1931; pp. 34-51.

Chauliat in his book: L'Anglais Practique Pour Tous--L'Anglais Usuel, page 173, (ref. this Thesis p. 12) points out the use of different prepositions in English and in French after certain adjectives or past participles:

<table>
<thead>
<tr>
<th>Proper English form</th>
<th>Form likely to be used by the French</th>
</tr>
</thead>
<tbody>
<tr>
<td>acquainted with</td>
<td>acquainted of</td>
</tr>
<tr>
<td>covered with</td>
<td>covered of</td>
</tr>
<tr>
<td>sorry for</td>
<td>sorry with</td>
</tr>
<tr>
<td>anxious about</td>
<td>anxious of</td>
</tr>
<tr>
<td>intoxicated with</td>
<td>intoxicated of</td>
</tr>
<tr>
<td>grateful for</td>
<td>grateful of</td>
</tr>
<tr>
<td>filled with</td>
<td>filled of</td>
</tr>
<tr>
<td>satisfied with</td>
<td>satisfied of</td>
</tr>
</tbody>
</table>
PART VIII. - Common Errors.

A. Omission of s.

Without a doubt one of the most persistent errors committed by French people in learning English is the omission of the letter $s$ in verbs expressing present time in the third person singular. This error constantly occurs in writing and in speech. It should be pointed out, however, that this rule does not apply to defective verbs such as may, can, must, and ought.

B. Errors in Order of Words.

Examples:

1. I like very much apples.
2. I was certainly glad to receive a such amount.
3. I want to invest money in a as safe as possible place.
4. Why this letter is sent to you?
5. We have always well served you.

C. Misuse of Words.

1. The store is situated at your entirely convenience.
2. Now I have make all what is possible to make for me.
3. I am doubtless that your reasons are valuable.
4. I want explain it.
5. I shall be glad to receive it in few days.
6. You ask me to grant you of another extension of 30 days.
7. I received a letter announcing me of your action.
8. I knew nothing about the changements of your policy.
PART VII. COMMUNICATING

A. Emphasis of a.

Without a doubt one of the most basic concepts in communicating effectively is the emphasis of a particular point. The listener or reader must be able to distinguish the important from the unimportant aspects of what is being said or written. This allows the listener to focus on the key ideas and absorb the message more effectively. It also makes it possible to convey information clearly and concisely.

Example:

1. I like very much apple.
2. I am certain that to receive a much more.
3. I want to invest money in a safe and profitable place.
4. With this letter I want to thank you.
5. We have made well learning you.

C. Means of Work.

1. The store is situated at your authority convenient.
2. Now I have make it point to possible to make for me.
3. I am fortunate that your remarks are admirable.
4. A want explanation if I.
5. I start by going to listen it in the cafe.
6. You can we to have you of another extension of.

C. Date.

7. I received a letter announcing me of your decision.
8. I knew nothing about the approximately of your decision.
9. I address me to you.
10. I hope your choice will also be the mine.
11. My uncle bequested me some money.
12. I hope to read you soon.
13. I am very sorry to lost a so good man.

D. Words often Confused.

assist, attend to
accuse, acknowledge
action, share
commission, errand
fabric, factory
advertise, warn
present, introduce
load, charge
few, a few
land, earth, ground, soil
actual, real
lecture, conference
ownership, shipowner

shadow, shade
happen, arrive
lecture, reading
lose, loose, loss
rise, raise
vacancy, vacation
wife, woman
let, hire
library, librarian
win, earn, gain
journey, voyage
policy, police

E. Spelling.

The following words are commonly misspelled:

absolutely
devlopment
accommodate
disappear
accumulate
disappoint
address
dividend
apartment
embarrass
appearance
existence

past -- passed
personal
planning
professor
quite -- quiet
reasonable
beginning  exaggeration  recommendation
character  financial  referred
circumstances  government  remarkable
country  grammar  responsible
comfortable  immediately  separate
company  independence  speech
competitor  literature  stationery
confidence  loose -- lose  stationary
conscientious  meant  thorough
correspondence  mentioned  weather
correspondent  negotiable  whether
death -- depth  occurred  where -- were

F. Ago -- Il y a.

The students are likely to write such a sentence as:

There is five years ago I saw you
instead of
I saw you five years ago.

G. Present Perfect Tense.

The students constantly make such errors as the following:

1. Our new store has just opened last week.

2. Yesterday I have received your letter.

Such errors are due to the confusion in the use of the perfect tense and the past tense. It is necessary to point out that the past tense is used for all actions definitely referring to past time, while the present perfect tense is used to indicate past action continued to the present. In other
words, the French perfect tense cannot always be used for the English present perfect tense because the former often refers to indefinite past time.

H. For -- To.

It is necessary to point out that in answer to a question such as the following, What is a fork used for? the answer must be, A fork is used to eat, not for eat. This is a very common error.

I. Humorous Errors:

As dictated:

an ocean
I am wondering
industry
individual
another blank
indicate
demand
a year ago
the demand of wine
source
seldom
coming
he caught cold
rocking chair
business is picking up quickly
lay days

As written:

a notion
I am one drink
in the street
in the virtual
an order blank
in the cat
the man
he here ago
the man of a wing
so us
sell them
come in
he cut coal
roasting chair
business is sticking up quickly
ladies
Exciting business periods resume because the former often require
extension business periods because the former often require
extension business periods.

H.A.P. -- To.

It is necessary to point out that in answer to a
demand such as the following: 'What is your need for the
answer: 'A year is need to see' not for see

very common extra.

I. Harmonica (Extra):

As collected:

as soon
as soon

I am monuments
individual
individual

southern plain
individual

on the land
the men

as many as we
as many as we

so me
everywhere
come in
come in

be on one's
be on one's

sitting on
sitting on

business is business and business

business is business and business

the game of the
the game of the

conceit
conceit

emotional
emotional

company
company

company
company

complain
complain

reap the work
reap the work

look up alert
look up alert

speak the game
speak the game
As dictated:
baseball pants bat for a long time bat ball pans

As written:
columbus fire

English must be considered a Teutonic tongue, separate and distinct from the Romance languages. Rarely because there are many words in English which are derived from the French, it does not alter the very great differences in their basic structures. It is interesting however for the student of English to trace the history of these two languages and the relationship of the one to the other through many centuries, and to realize that the influence of either is still felt upon the other, particularly in Canada. Whereas, however, historians generally emphasize the influence of French on English, not much consideration has been given to the influence of English on French. But the resident of French-Canada recognizes this situation very keenly because of the bilingual status of the union.

English is, as course, spoken by the majority of Canadians. Naturally such a condition seriously affects the standing of French, notwithstanding the large population of Franco-Canadians in the extensive province of Quebec and their insistence upon cultivating their own tongue in preference to another. Will the time ever come here when the language used by the greater number of the people will completely supplant and dominate that of the minority? History shows that the conquering nation imposes its language upon the conquered. Will
PART IX. - Summary.

It is true that for a long time in the past, English has been closely allied to French, but in spite of this, English must be considered a Teutonic tongue, separate and distinct from the Romance languages. Merely because there are many words in English which are derived from the French, it does not alter the very great difference in their basic structures. It is interesting, however, for the student of English to trace the history of these two languages and the relationship of the one to the other through many centuries, and to realize that the influence of either is still felt upon the other, particularly in Canada. Whereas, however, historians generally emphasize the influence of French on English, not much consideration has been given to the influence of English on French. But the resident of French-Canada recognizes this situation very keenly because of the bilingual status of the Dominion.

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PART IX - SUMMARY

It is true that for a long time in the past, people have been afraid of interfering with the language, probably because they feared that it might lead to a loss of national identity. However, it is now clear that this fear is not justified. The study of the language and the culture of a nation can actually help to strengthen national identity.

The English language, for example, has been influenced by many different cultures over the centuries. This has contributed to its richness and diversity. Similarly, the French language has been shaped by the influence of Latin and Germanic languages. These influences have helped to make the language more adaptable to new situations.

In conclusion, it is important to recognize that the language is not just a tool for communication, but is also a reflection of the culture and history of a nation. By studying the language, we can gain a deeper understanding of the people who speak it and the societies they come from. This can lead to a greater appreciation of diversity and inclusion.
the situation in Canada prove to be an exception? Is it not natural for a people to rebel against being forced to acquire the tongue of a victorious race? The French-Canadian is not averse to learning English, but he does not wish to acquire the language by ceasing to cultivate his own tongue. He will never relinquish his allegiance to his own speech.

The question of teaching English in French-Canada by means of grammar is of great interest. The Franco-Canadian stresses the necessity of using much practical conversation in his attempt to learn English, but he never fails to bring up the question of grammatical construction in his study of English. Undoubtedly he approaches the language in this way because of the important place grammar occupies in his maternal French.

So the teacher of English in Quebec must be prepared to explain many constructions which he would never be called upon to do in a school where he teaches his language to his own people. If a person wants to know how little he really knows of his own speech, let him try to teach it in French-Canada. He will have an entirely different understanding of the tongue of his ancestors. Among many of the surprises which await him will be the discovery of how illogical English is. But the teaching of English in a foreign land will also teach him to love and respect his language more than he could ever possibly have done without such an experience, while at the same time it will teach him to exercise tolerance toward those of another race.
The instruction in grammar have to be an exception. It is not
necessary for a people to learn grammar before learning to speak.
The raison d'etre of a common tongue is not to serve to teach anything, but to serve as a means to communicate.

The instruction of the people - to teach.

The means of instruction is to teach interest. The process of teaching in
Europe was the necessity of making such practical communication in
the attempt to learn language, but we never learn to write, and the
study of grammar is almost the whole process of the language in this way.

It is a necessary way to know how to write and speak correctly.

It is a necessary way to know how to write and speak correctly.

Will we have any difficulty in understanding and speaking of the language?

Will we be able to understand or write English at all?

Will we be able to understand or write English at all?

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Will we be able to understand or write English at all?
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