Receptive Skills
Each day of your life you receive a great deal of information through the use of language. In order to obtain (get, receive) this information, it is necessary to understand the language being used. It is necessary to understand the language in two different ways. First you must be able to understand what people are saying when they speak to you. This is referred to as oral or listening comprehension. Oral comprehension or listening comprehension is the ability to understand the spoken language.

You must also be able to understand what you read. This is referred to as reading comprehension. Reading comprehension is the ability to understand the written language.

Listening comprehension and reading comprehension are called the receptive skills. They are receptive skills because as you listen to what someone else says or read what someone else has written you receive information without having to produce any language yourself.

It is usually very easy to understand your native language. It is a bit more problematic to understand a second language that is new to you. As a beginner, you are still learning the sounds of the new language, and you recognize only a few words. Throughout Bon voyage! we will give you hints or suggestions to help you understand when people are speaking to you in French or when you are reading in French. Following are some general hints to keep in mind.

Hints for Listening Comprehension
When you are listening to a person speaking French, don’t try to understand every word. It is not necessary to understand everything to get the idea of what someone is saying. Listen for the general message. If some details escape you, it doesn’t matter. Also, never try to translate what people are saying in French into English. It takes a great deal of experience and expertise to be a translator. Trying to translate will hinder your ability to understand.

Hints for Reading Comprehension
Just as you will not always understand every word you hear in a conversation, you will not necessarily understand every word you encounter in a reading selection, either. In Bon voyage!, we have used only words you know or can easily figure out in the reading selections. This will make reading comprehension much easier for you. However, if at some time you wish to read a newspaper or magazine article in French, you will most certainly come across some unfamiliar words. Do not stop reading. Continue to read to get the “gist” of the selection. Try to guess the meanings of words you do not know.

For students and parents/guardians
This guide is designed to help you as students achieve success as you embark on the adventure of learning another language and to enable your parents or guardians to help you on this exciting journey. There are many ways to learn new information. You may find some of these suggestions more useful than others, depending upon which style of learning works best for you. Before you begin, it is important to understand how we acquire language.
Productive Skills
There are two productive skills in language. These two skills are speaking and writing. They are called productive skills because it is you who has to produce the language when you say or write something. When you speak or write, you have control over the language and which words you use. If you don’t know how to say something, you don’t have to say it. With the receptive skills, on the other hand, someone else produces the language that you listen to or read, and you have no control over the words they use.

There’s no doubt that you can easily speak your native language. You can write, too, even though you may sometimes make errors in spelling or punctuation. In French, there’s not a lot you can say or write as a beginner. You can only talk or write about those topics you have learned in French class.

Hints for Speaking
Try to be as accurate as possible when speaking. Try not to make mistakes. However, if you do, it’s not the end of the world. French people will understand you. You’re not expected to speak a language perfectly after a limited time. You have probably spoken with people from other countries who do not speak English perfectly, but you can understand them. Remember:

✧ Keep talking! Don’t become inhibited for fear of making a mistake.
✧ Say what you know how to say. Don’t try to branch out in the early stages and attempt to talk about topics or situations you have not yet learned in French.

Hints for Writing
There are many activities in each lesson of Bon voyage! that will help you speak and write in French. When you have to write something on your own, however, without the guidance or assistance of an activity in your book, be sure to choose a topic for which you know the vocabulary in French. Never attempt to write about a topic you have not yet studied in French. Write down the topic you are going to write about. Then think of the words you know that are related to the topic. Be sure to include some action words (verbs) that you will need.

From your list of words, write as many sentences as you can. Read them and organize them into a logical order. Fill in any gaps. Then proof your paragraph(s) to see if you made any errors. Correct any that you find.

When writing on your own, be careful not to rely heavily, if at all, on a bilingual dictionary. It’s not that bilingual dictionaries are bad, but when you look up a word you will very often find that there are several translations for the same word. As a beginning language student, you do not know which translation to choose; the chances are great that you will pick the wrong one.

As a final hint, never prepare your paragraph(s) in English and attempt to translate word for word. Always write from scratch in French.

In each chapter of Bon voyage!, you will learn how to say and write new words. In Chapter 1, you learn how to describe a person. It won’t be long before you’ll be able to talk about many things in French. Bon voyage!
**CHAPITRE 1**

**Vocabulaire**

*Mots 1 & 2* (pages 18–25)

1. Repeat each new word in the Mots section as many times as possible. The more you use a word, the more apt you are to remember it and keep it as part of your active vocabulary.

2. Read the words as you look at the illustrations.

3. If you’re the type who has to write something down in order to remember it, copy each word once or twice.

4. Do these activities diligently. They provide you with the opportunity to use your new words many times.

5. This may sound strange, but it’s a good idea to read these exercises aloud at home or when using the CD-ROM.

6. When doing the vocabulary activities by yourself or for homework, try to do each item orally before writing the answer.

7. After doing any activity that says Historiette, read all the answers aloud. Each time you do this, you will be telling a story in French. It’s an excellent way to keep using the material you are learning.

**CLASSROOM SUGGESTION** Listen to what your classmates say when they respond in class. Do not tune them out. Paying attention to them allows you additional opportunities to hear your new words. The more you hear them, the more likely you are to learn and retain them.

**Structure**

*L’accord des adjectifs* (pages 28–30)

Pay particular attention to the final sound of many of the descriptive words you are learning. Remind yourself that you hear the final consonant sound of many descriptive words when you are describing a girl. You do not hear the sound when describing a boy.

**HINT FOR SPELLING** What letter do you delete from the feminine form? Remember that you delete the e that follows the consonant when referring to a male.

**Le verbe être au singulier** (pages 30–32)

1. Être is the first verb you are learning in French. Throughout your study of French, you will continue to learn many more verbs. Verbs are extremely important in French. At this point, you know three verb forms: *je suis* when talking about yourself, *tu es* when talking to someone, *il/elle est* when talking about someone.

Get off to a good start! Learn these three simple forms and remember them.

2. As you do the activities, don’t try to use words you don’t know in French. For example, you may want to talk about someone who is very outgoing, but you don’t know a French equivalent for “outgoing.” Give the message using what you do know. For example, you can say: Jean n’est pas timide, pas du tout. You can also say: Marie, elle est timide? Non, pas du tout. Marie n’est pas timide. Using ne... pas with a word you know, you can convey the meaning you wish even though you do not know the precise word.

**CLASSROOM SUGGESTION** Listen to your classmates as they respond to the structure activities. Remember, the more you hear a form, the more readily you will be able to use it.

3. After doing any activity that says Historiette, read all the answers aloud. Each time you do this, you will be telling a story in French. It’s an excellent way to keep using the material you are learning.
**Lecture culturelle**

*Un garçon et une fille* (pages 36–37)

1. Always read the Reading Strategy at the beginning of the Lecture culturelle. Practice these strategies and try applying them to other selections you read in French. The Reading Strategy on page 36 talks about cognates and how they help you guess the meanings of words you do not know. For example, you read: *Jean est un garçon français. Il est très intelligent, très capable.*

   You have probably never seen or used the word *capable* in French. However, you can guess its meaning because it is a cognate of the English word *capable*.

   In addition, it is used in apposition to *intelligent*. When you see a word or expression followed by a comma and then another word (in apposition), the word in apposition almost always clarifies the precise word and has the same or similar meaning.

2. Let’s look at another way to guess meaning: *Jean est intelligent et il est aussi très sage.*

   *Il est prudent.*

   You don’t know the word *sage*, but its meaning is clarified by *prudent*. Which of the following do you think *sage* means? *Talented? Wise, smart? Nice?*

   Hopefully you chose *wise, smart*. Think about how and why you arrived at this correct answer.

**Hints for Writing**

As you complete your first chapter in French, you are able to write a description of a person. At this point, you cannot tell what the person does because you don’t have the necessary vocabulary. So avoid this. However, you are able to tell what he or she is like. Write down the words you know in order to write your description. Do not think of words in English. Try to think only of the words you know in French. Begin to write your description. Remember what you learned about *e* if your description is of a female.

**Vocabulaire** (page 47)

As you complete the chapter, look at the reference vocabulary list. If there are several words you don’t remember, go back to the *Mots 1* and *Mots 2* sections and review. If there are only one or two, you can choose to look them up in the dictionaries beginning on page H72 at the end of this book.

**Chapitre 2**

Get off to a good start! Do your French homework diligently and study for a short period of time each day. Do not skip some days and then try to cram. It doesn’t work when studying a foreign language.

In each lesson of *Bon voyage!* you will learn a very manageable amount of new material. Since French is a romance language, much of the new material will involve word endings. Study each small set of new endings on a daily basis, and you’ll have no problem. Don’t wait until you have lots of them and try to cram them in all at once.

**Vocabulaire** (pages 50–57)

1. In Chapter 1, you learned that adjectives describing something feminine end in *e*. The final consonant is pronounced. The *e* is dropped and the consonant is not pronounced when describing something masculine. In Chapter 2, you have four new words that reinforce the same concept: *fort*, *mauvais*, *strict*, and *intéressant*.

   *Elle est forte en maths.*

   *Il est fort en maths.*

   *La classe est intéressante.*

   *Le cours est intéressant.*

**Hint for Pronouncing New Words**

Imitate the pronunciation of your teacher or the CDs to the best of your ability. Try to acquire the best pronunciation possible.
However, don’t be worried if you have a slight American accent. There are three levels of pronunciation.

- **Near-native** Try to pronounce like a native. Strive for a near-native pronunciation.
- **Accented but comprehensible** Many people have an accent when they speak a foreign language. You can tell they are not native speakers, but in spite of their accent, you can understand them. If you have such an accent, don’t be concerned.
- **Very accented and incomprehensible** Some people have such a strong accent that it’s impossible to understand what they’re saying. If you have such a strong accent, it will be necessary to repeat and imitate more carefully.

Always remember to listen carefully, repeating as accurately as possible, and you’ll succeed in acquiring acceptable pronunciation.

**HINT FOR SPEAKING** Listen to your teacher pronounce new words or phrases and then repeat them several times. Once you know how to pronounce the words, read the words in your book. If you try to read a word in French before ever having pronounced it, the spelling will most probably interfere with your pronunciation. Always try to listen, repeat, and then read.

2. The vocabulary in Mots 2 should be very easy to recognize and learn because many words are cognates. A cognate is a word that looks alike in both English and French and has the same meaning in both languages. In the early lessons of Bon voyage! we have used many cognates to help you acquire a substantial vocabulary quickly and easily. However, be careful with the pronunciation of cognates. Even though they look alike and mean the same thing in both languages, they can be pronounced very differently.

**Structure**

**Le pluriel: articles, noms et adjectifs** (pages 58–60)
When listening, you will not hear the s ending for the plural of a descriptive word. When speaking, you will not pronounce the s. However, when writing, you have to remember to write the s for plural words.

- **Les garçons intelligents**
- **Les filles intelligentes**

**Le verbe être au pluriel** (pages 60–63)
In this lesson, you learn three new verb forms:

- **nous sommes** when talking about yourself and someone else
- **vous êtes** when talking to two or more people
- **ils/elles sont** when talking about two or more people or things

Go over these three forms until you feel confident that you know them.

**Conversation** (page 66)
When you listen to people speak, you will notice that they often use little words or expressions that you will never see in written form. Yeah and ya’ know are examples in English. You can often guess the meaning of these expressions by the speaker’s tone of voice. In this conversation, listen to the tone of voice when the young woman says **Ben oui**. Do you think **Ben oui** means No or Yeah?

**Lecture culturelle**

**Le français aux États-Unis** (pages 68–69)
1. Read the Reading Strategy at the beginning of the Lecture culturelle. Look at the title of the reading on page 68. It lets you know immediately the general topic you’ll be reading about.
2. Read the three subtitles or heads in the passage. They give you a more specific idea of what you’ll be reading. Without having read
the reading selection, you now have some understanding of what the reading is about. This will make comprehension much easier.

3. After looking at the title and subtitles, you may very quickly skim the reading. Rather than trying to remember all the information, look at the comprehension questions that follow it. Then go back to the reading and look for the specific factual information called for.

HINT FOR SPEAKING Whenever possible, read all the answers aloud to any activity labeled Historiette. Every time you do, you’ll be telling a story on your own with the guidance of the activity in the text. This is an easy and useful way to get yourself speaking lots of French.

Structure

Les verbes réguliers en -er au présent (pages 90–93)

1. Now that you know the word on, which almost always replaces nous, you will see that you really only have to pronounce two forms of a regular -er verb. When speaking, whether the subject of the sentence is je, tu, il, on, elle, ils, or elles, the verb sounds the same. Only the vous form has a different pronunciation. This makes spoken French quite easy.

   1. je parle
   2. tu parles
   3. il/elle/on parle
   4. ils/elles parlent

2. However, when you write, remember that there are spelling changes.

   1. je parle
   2. tu parles
   3. il/elle/on parle
   4. ils/elles parlent

HINT Note that the structure activities in your book build from easy to more complex. In the beginning activities, you very often have to use only one verb form. For example, in Activity 13 on page 91, you only use the il form. However, in Activity 20 on page 93, you have to use all forms of the verb.

3. When doing Activity 21 on page 93, remember to use only French that you know. Refer to the list of words given here. This list will prevent you from thinking about things you cannot yet say in French.
La négation des articles indéfinis (page 94)
Try to condense a grammatical rule into one easy sentence that you can remember easily:
Un, une, and des all become de after ne... pas.

Verbe + infinitif (page 95)
Note that the infinitive form of the verb used after a verb is pronounced the same as the vous form:

Vous travaillez.
J’aime travailler.

Travailler and travailler are pronounced the same. When writing, remember the difference in spelling:

Vous travaillez? Moi, j’aime travailler.
Vous rigolez? Moi, j’aime rigoler.

Conversation (page 96)
1. This conversation should be very easy for you. You have already learned all the French that is used in the conversation. When practicing this conversation with a classmate, feel free to make as many changes as you want, as long as they make sense.
2. In the conversation, you hear Carol say, C’est pas vrai. In spoken French, ne is often dropped from the expression ne... pas.
3. Note also that Cedric says Si, c’est vrai. When someone tells you no in French and you want to contradict, you say si rather than oui.

Lecture culturelle
Une journée avec Jacqueline (pages 98–99)
1. Look at the photos on pages 98–99. These photos let you know the reading is about:
   a. shopping for clothes
   b. going to school
   c. making a meal
2. Skim the reading selection and look for the important information such as:
   ✤ Who’s the story about?
   ✤ Where does she live and go to school?
   ✤ What are her school hours?
3. Factual recall is an important reading skill. First, find the facts in the reading and then commit them to memory. Activity B tells you what factual information to look for.

VOCABULAIRE (page 109)
As you complete the chapter, look at the reference vocabulary list. If there are several words you don’t remember, go back to the Mots 1 and Mots 2 sections and review. If there are only one or two, you can choose to look them up in the dictionaries beginning on page H72 at the end of this book.

CHAPITRE 4
Vocabulaire

Mots 1 & 2 (pages 112–119)
1. In Mots 1, remember to listen to the words and repeat orally before reading them. Many names for family members are cognates. Be careful to repeat them correctly.

HINT If you’re the type of learner who has to write something before you can remember, copy the words in the Mots section once or twice. Use the following learning sequence: listen, repeat, read, write.

2. Activity 2 on page 114 helps you review several important question words. The answer in parentheses tells you the meaning of the question word for that sentence. Look at the following question words and answers:

Quand? aujourd’hui
Qu’est-ce que? une fête, des cadeaux
Qui? ses cousins, ses cousines

Decide which question words mean who, what, and when.

3. Activity 4 on page 115 helps you with productive skills. Remember that when you speak or write about yourself, you must always use the masculine form if you are a male and the feminine form if you are a female.
4. After you have learned the new words in Mots 2, look at each illustration, cover up the sentences, and say as much as you can about the illustration. If you can describe the illustration, you know your vocabulary. If you cannot describe it, you have to study some more.

**HINT** Read or say aloud all the answers to the Historiette activities to give you practice in telling coherent stories in French.

**Structure**

*Le verbe avoir au présent* (pages 120–122)

So far, you have learned one irregular verb in French, the verb *être*. All forms of *être* are different. You will now learn your second irregular verb, *avoir*. All forms of *avoir* are also different.

1. Familiarize yourself with the forms of *avoir* as you go over the explanation in class.
2. Do the activities diligently. They give you the opportunity to use and learn the new verb forms without having to memorize them one by one.
3. Do the activities orally and in writing.
4. After doing the activities, reread the grammar explanation. See if you can give the forms of *avoir* on your own without reading them.

**REVIEW** You know that *un*, *une*, and *des* all change to *de* after *ne… pas*. The activities on pages 120–122 will help you review this point as you talk about your own home and family.

**Conversation**

*(page 128)*

Pay careful attention when you listen to the conversation on the CD-ROM or when other students are repeating it in class. The more you hear spoken French, the easier it will be for you to understand.

**Chapitre 5**

**Vocabulaire**

*Mots 1 & 2* (pages 154–161)

1. It can be fun to study with a classmate. You can do the following.
   - Ask one another questions in French about the illustrations.
   - Have a contest. See who can give more French words describing the illustrations in a three-minute period.
   - Tell your friend which of the items you would order if you were at a café.

**Lecture culturelle**

*Où habitent les Français?* (pages 130–131)

1. Read the title. When you finish this reading, what will you be able to tell?
   a. where France is
   b. who the French are
   c. where the French people live
2. As you read each paragraph, draw a mental picture of what you’re reading. To help you draw your mental picture, look at the photographs, too.

**C’est à vous**

*(pages 136–137)*

In Activity 5 on page 137, you are going to write about your house or a house of your dreams.

1. Picture the house.
2. In French, think of or write a list of words you can use to identify parts of the house.
3. In French, think about or write a list of words you can use to describe a house or rooms of a house.
4. Organize your story. Divide the house into parts, such as living area, sleeping area, first floor, second floor. You may even want to make a drawing of your house. Write a few sentences about each area.
5. Put the sentences in a logical order.
6. Add a few sentences to describe the area around your house.
2. Activity 1 on page 156 helps you reinforce the meaning of the important question words:
   - où
   - au café
   - qui
   - Chantal, le serveur
   - qu’est-ce que
   - une table libre, une boisson
   - quand
   - après les cours

3. Act out Activity 4 on page 157 with a classmate. The more you practice speaking French together, the better you’ll be able to communicate.

Structure
Le verbe aller au présent (pages 162–164)
You will now learn your third irregular verb. Make an association with another irregular verb you have already learned. Repeat the following aloud.

   je vais ➔ j’ai
   tu vas ➔ tu as
   il va ➔ il a
   ils vont ➔ ils ont

The forms of aller almost sound like the forms of avoir with a v sound.

HINT The more you practice speaking French, the better. When doing your homework, go over all the activities aloud. Don’t just do your French homework silently.

Aller + infinitif (page 165)
1. The concept of an infinitive after a verb is not new to you. You already know how to express what you like to do:
   - J’aime manger.
   - J’aime aller au restaurant.

2. Now, using the same type of construction, you will be able to tell what you are going to do.
   - J’aime manger et je vais manger quelque chose.
   - J’aime aller au restaurant et je vais aller au restaurant vendredi.

Conversation (page 170)
Listen carefully to the conversation. You can listen to your teacher or use the CD-ROM. Listen more than once. Each time listen for a different bit of information.
   ✦ Where are Claire and Loïc?
   ✦ What do they order?
   ✦ Why is there a possible disagreement?

Lecture culturelle
1. Making comparisons while reading is an important reading comprehension skill. In this reading, you learned about a cultural difference that’s quite interesting. What is it? You may want to share this information with family or friends who don’t know any French.

2. Finding the main idea is another important reading comprehension skill. As you read, look for the main idea in the second paragraph. What is it? What is the main idea in the third paragraph?

C’est à vous (pages 178–179)
In Activity 4 on page 179, you’re going to write about a restaurant in French.

   1. Get a mental picture of the restaurant.
   2. Write words you know in French to describe a restaurant and restaurant activities.
   3. List items that people may order.
   4. Put these words into sentences. Your first paragraph will describe the restaurant. Your second paragraph will tell what your “characters” order and how they pay.

CHAPITRE 6
Vocabulaire
Mots 1 & 2 (pages 186–193)
1. Try to use your French as often as possible. When you see a food item at home or in a
store that is labeled in French, say the French word to yourself. You’ll learn to identify many more food items as you continue with your study of French.

2. As you complete the activities, answer each question orally before you write the answers for homework. Try reading your written responses aloud for Activities 2 and 3 on page 188. Activity 2 reviews the question words qui, qu’est-ce que, quand, où.

3. On your own, review the foods you have learned by putting them with an appropriate package or container. For example:
   - un paquet de fromage
   - un paquet de six tranches de jambon
   - un pot de confiture
   - un paquet de légumes surgelés

**Hints**  
Note that Activity 10 on page 193 points out that in spoken French, you can omit the ne in the expression ne... pas.

Be sure you understand the meaning of pourquoi and parce que when you finish this activity.

**Structure**

**Le verbe faire au présent** (pages 194–195)  
1. Look at the forms of the verb faire. Repeat them aloud, then copy them.

2. When you complete homework activities, go back to the verb chart. Cover the verb forms and see if you can say the forms without looking at them.

**Le partitif et l’article défini** (pages 196–197)  
1. Always try to make what you are learning as simple as possible. If you’re talking about something in general, you use le, la, les. If you’re talking about “some” or “any,” you use du, de la, des.

2. When doing Activities 18 and 19 on page 197, pay particular attention to the contrast between the general sense and the partitive. You want to buy some (partitive) of the things you like (in general).

**Le partitif au négatif** (pages 198–200)  
This concept of de is not new. Just remember du, de la, de l’, and des all change to de after ne... pas. It’s really simple, but you have to keep reminding yourself.

**Hint**  
Pay close attention as you and your classmates participate in each of these activities. The more you hear j’ai du (or de la, des) versus je n’ai pas de, the easier it will be for you to use the partitive.

**Hints for Speaking and Writing**

Listen carefully for the difference in pronunciation between bonne, bon, and gentille, gentil as explained on page 201. Repeat the words carefully. Repeat the model sentences aloud, then copy them. Pay particular attention to the doubling of the consonant.

**Les verbes pouvoir et vouloir** (pages 201–203)  
Pay attention to the similarity between the forms of pouvoir and vouloir.

**Review**  
Using the infinitive after a helping verb is not new. Remember:

- J’aime dîner au restaurant.
- Je vais dîner au restaurant.

**Conversation** (page 204)  
1. Intonation is the melody of a language. Intonation is produced by the rise and fall of the voice. Each language has its own intonation patterns. English intonation is very different from French intonation. Pay special attention to the rise and fall of the speakers’ voices as you listen to the conversations on the CD or CD-ROM.

2. Try to imitate the native speakers’ intonation as accurately as possible. If you do, you’ll sound much more French. Don’t be inhibited. Pretend you are acting while you imitate the intonation.
Lecture culturelle
Les courses (pages 206–207)
You may not know the meaning of a certain word you come across in a reading selection. However, you can often guess the meaning of the word by the way it is used in the context of the sentence. A new word in this reading is les commerçants. Guess what it means by the context of these sentences:
   Les Français aiment bien aller chez les petits commerçants du quartier—l’épicier, le boucher, le boulanger, etc.
The fact that the word commerçants is followed by the words l’épicier, le boucher, le boulanger helps you figure out the meaning of commerçants. What do you think the word commerçants means in this context?
   a. office workers
   b. shopkeepers
   c. commercials

CHAPITRE 7
Vocabulaire

Mots 1 & 2 (pages 220–227)
1. Look at the illustrations in Mots 1 and repeat each word aloud.
2. Write each word for additional reinforcement.
3. When you have finished studying the vocabulary, determine how much you remember. Say to yourself or aloud all the items you know for boy’s clothing, girl’s clothing, and unisex clothing. When you get dressed in the morning for school, notice how many words you know in French for those items you are wearing.
4. Before you write the answers to the vocabulary activities, work with a friend. Go over each exercise together orally. Then, each of you can write your answers. If you wish, you can check each other’s work.
5. After studying the vocabulary in Mots 2, make a list of the things that you would most probably want to say in French to a salesperson when shopping for clothes.

REVIEW  These vocabulary activities contain many adjectives, or descriptive words. Remember that many adjectives have an e when used with a feminine noun. They drop the e when used with a masculine noun.

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<th>masculine</th>
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<tr>
<td>jolie.</td>
<td>joli.</td>
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</tbody>
</table>

Structure
Le verbe mettre au présent (pages 228–229)
1. Remember that you hear and pronounce the t in the plural forms of mettre. You do not hear or pronounce the t in the singular forms.
2. Do the Attention activity on page 229 aloud at least twice. As you do, pay very careful attention to pronunciation as well as spelling.

Le comparatif des adjectifs (pages 230–231)
1. Remember to make the association that plus (+) is more, moins (−) is less, and aussi (=) is the same. All three words are followed by que.
2. As you do these activities, pay particular attention to each adjective.

Les verbes voir et croire (pages 232–233)
1. Note that many forms of voir and croire are pronounced the same.

<table>
<thead>
<tr>
<th>pronouns</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>je crois</td>
<td>tu crois</td>
<td>il croit ils croient</td>
</tr>
<tr>
<td>je vois</td>
<td>tu vois</td>
<td>il voit ils voient</td>
</tr>
</tbody>
</table>

Conversation
(page 234)
This conversation should be very easy for you. You have already learned all the French that is used in the conversation. When practicing this
conversation with a classmate, feel free to make as many changes as you want, as long as they make sense.

Lecture culturelle
On fait des courses où, à Paris?
(pages 236–237)
1. Look at the photos on pages 236–237. These photos let you know what the reading is about.
2. Look at the titles. They will give you an idea of what you’ll be reading about.
3. Quickly scan the reading to get a general idea of what it’s all about.
4. Activity A on page 237 will help you practice factual recall. To recall certain facts, it is often necessary to go back over the reading selection and look for details.
5. Drawing conclusions from a reading selection is another important reading comprehension skill. Based on what you read, draw a personal conclusion. Where would you shop in Paris? Why?

VOCABULAIRE (page 247)
As you complete the chapter, look at the reference vocabulary list. If there are quite a few words you don’t know, go back to the Mots 1 and Mots 2 sections and review.

CHAPITRE 8
Vocabulaire
Mots 1 & 2 (pages 260–267)
1. Repeat each new word in the Mots sections several times. Look at the photo or illustration as you pronounce the word.
2. Some of you may remember information more easily after writing it down. Try copying each vocabulary word once or twice.
3. You may want to do the activities aloud with a friend as a paired activity. Then, individually write the answers and check each other’s work.
4. Listen carefully to what your classmates say when they respond in class. The more you hear people use the new words, the more likely you are to remember them.

Structure
Les verbes en -ir au présent (pages 268–269)
The je, tu, and il/elle/on forms of many French verbs are all pronounced the same, even though they are spelled differently. The -is and -it endings are pronounced the same.

Quel et tout (pages 270–271)
In spoken French, quel is very easy. You pronounce all forms the same. Pay particular attention to the different spellings.

Les verbes sortir, partir, dormir et servir (pages 272–275)
To learn the oral forms of many French verbs, pronounce the ils/elles form first. Then drop the final consonant sound and you have the pronunciation for the je, tu, il/elle/on forms.

ils sortent je sors, tu sors, il sort
ils partent je pars, tu pars, il part
ils dorment je dors, tu dors, il dort
ils servent je sers, tu sers, il sert

Conversation (page 276)
Listen carefully to the native speakers’ intonation or melody on the CD, CD-ROM, or video. Then, imitate the natives’ intonation as closely as you can when you repeat.

Lecture culturelle
On va en France. (pages 278–279)
1. To figure out the organization of this reading, scan the passage and look for the following information:
   ✦ Who’s going where and how?
   ✦ What do they do when they arrive?
2. Sequencing events is an important reading comprehension skill. Sequence the events in this reading selection. Then see if you came up with a sequence similar to the following:
La classe de Madame Cadet est dans le hall de l’aérogare.
Les élèves sont dans l’avion.
Ils arrivent à l’aéroport à Paris.
Ils visitent la belle ville de Paris.

3. See if you can do all of Activity A on page 279 without referring to the reading for answers.

4. Activity B deals with factual recall. See how many of the facts you remember. Go back to the reading selection and find those you do not remember.

CHAPITRE 9
Vocabulaire

1. Listen to the new words in Mots 1 and repeat them orally before reading them.

2. Answer Activities 1 and 2 on page 294 however you wish. The more information you can give the better.

3. A good way to remember vocabulary is to group words in some meaningful way. For example, you can group cognates, synonyms, or antonyms. An antonym is a word that means the exact opposite of another. There are quite a few words in Mots 2 for which you know the antonyms.

Match the following antonyms.

| 1. monter | poser une question |
| 2. assis | descendre |
| 3. lit | terminer, finir |
| 4. répondre à la question | debout |
| 5. commencer | écrit |

4. Activity 7 on page 299 helps you review the following question words: qui, qu’est-ce que, où, quel.

Structure

Les verbes en -re au présent (pages 300–302)
Remember to drop the final sound of the ils/elles form to get the pronunciation for the je, tu, il/elle/on forms of the verb.

ils vendent | je vends, tu vends, il/elle/on vend
ils attendent | j’attends, tu attends, il/elle/on attend
ils descendent | je descends, tu descends, il/elle/on descend
ils entendent | j’entends, tu entends, il/elle/on entend

Remember the je, tu, il/elle/on forms of these verbs are all pronounced the same.

HINT When doing these activities on your own, go over them first orally. Then write the answers.

Les adjectifs démonstratifs (pages 303–305)
Pronounce the following forms aloud and note how the final t sound becomes softer when used before a masculine noun that begins with a vowel sound.

cette annnonce | cet horaire | ce train
cette gare | cet aéroport | ce billet

Les verbes dire, écrire, lire (pages 306–307)
1. Again remember to drop the final sound of the ils/elles form to get the pronunciation for je, tu, il/elle/on.

ils disent | je dis, tu dis, il dit
ils lisent | je lis, tu lis, il lit
ils écrivent | j’écris, tu écris, il écrit

2. Pay particular attention to vous dites. Other similar verb forms you have learned are:

vous faites
vous êtes

Conversation
(page 308)
You have not learned the expression tarif étudiant, but it’s easy to guess its meaning through association with other words. Tarif is a word that also exists in English. Étudiant, a word that is related to the verb étudier, is a close cognate of student.
Lecture culturelle

Un voyage intéressant (pages 310–311)

Always locate the area of the world you are reading about. Look at the map on page 310. Locate the countries of Mali and Sénégal. Locate the cities of Bamako and Dakar.

Vocabulaire (page 321)

After going over the vocabulary you need when traveling by train, think about a plane trip in French to review the words you already know about this topic.

Chapitre 10

Vocabulaire

Mots 1 & 2 (pages 324–331)

1. Look at each photo or illustration carefully.
2. Read the labels. What does each word refer to?
3. The words are then used in a meaningful context in a complete sentence. Repeat the sentence aloud as you look at the illustration.
4. To help you learn vocabulary, work with a friend or classmate. Have a contest. See who can say the most about each illustration or photo.
5. It is important to review the question words in French often. Activity 1 on page 326 reviews the following question words: quoi, combien, qui, qu’est-ce que.

Structure

Le passé composé des verbes réguliers (pages 332–334)

1. The formation of the past tense, the passé composé, in French is very easy.
   ✦ Review the forms of the verb avoir.
   ✦ To form the past participle of all regular verbs, you only have to remember three vowel sounds: /ɛ/, /i/, /ʊ/
2. Using the passé composé in the negative is simple. Think of ne... pas as the bread of a sandwich. The filling for the sandwich is the verb avoir.

Les verbes boire, devoir et recevoir au présent (pages 337–339)

Remember once again to drop the final sound of the ils/elles form of these verbs to get the pronunciation of the je, tu, il/elle/on forms.

- ils boivent → je bois, tu bois,
  → il/elle/on boit
- ils doivent → je dois, tu dois,
  → il/elle/on doit
- ils reçoivent → je reçois, tu reçois,
  → il/elle/on reçoit

Conversation (page 340)

The activity Vous avez compris? enables you to practice question words.

Lecture culturelle

Le hockey et le basket-ball (pages 342–343)

Before reading this selection, sit back and think for a moment about what you know concerning hockey and basketball. Make a mental picture of each game. This will help you understand the reading selection.

Vocabulaire (page 353)

Look at each word and see if you can use it in a short sentence.

Chapitre 11

Vocabulaire

Mots 1 & 2 (pages 356–363)

1. For Mots 1, after going over the new vocabulary, review immediately. Sit back for a moment and say aloud or to yourself five words or expressions associated with the beach.
2. Pretend you are on the beach. Think of three things you would like to do while on the beach. Start your sentences with Je voudrais...
3. After completing each activity on pages 358–359, read all the answers aloud or
silently. You’re not only reading a story with words you know; you’re also having another opportunity to use your new words.

4. In Mots 2, when learning the winter weather expressions, review the summer expressions on pages 356–357.

5. As you do the activities on pages 362–363, work with a classmate. Take turns asking and answering the questions orally. Then write your answers individually. Correct each other’s work.

Structure

Le passé composé des verbes irréguliers (pages 364–366)

1. Past participles of regular verbs have only three sounds:
   - er /é/
   - ir /i/
   - re /ü/

2. Remember that participles of all irregular verbs, except être and faire, have only two of these sounds: /i/ and /ü/. /Ü/ is always spelled the same, but i is sometimes spelled -is and sometimes -it.

3. When reading or writing the activities on pages 365–366, pay particular attention to the spelling of past participles with the /i/ sound.

Les mots négatifs (pages 367–368)

To learn the meaning of the negative words, pay particular attention to the opposites.

Oui, quelque chose. Non, rien.
Oui, toujours. Non, jamais.
Oui, souvent. Non, jamais.
Oui, quelquefois. Non, jamais.

Le passé composé avec être (pages 369–371)

1. If necessary, quickly review the verb être.
   je suis nous sommes
   tu es vous êtes
   il/elle/on est ils/elles sont

HINTS FOR SPEAKING AND WRITING

Past participles that end in a vowel (/é/, /i/, /ü/) sound the same in all forms. Even though all forms are pronounced the same, you must pay particular attention to the spelling of these past participles when writing. They add e for the feminine and s for the plural.

   parti /i/
   partis /i/
   partie /i/
   parties /i/

2. In the activities on pages 370–371, pay particular attention to the spelling of the past participle.

Lecture culturelle

Un petit voyage au Canada (pages 374–375)

1. Skim the selection quickly to get a very general idea of what it’s about.

2. Scan the selection to look for specific information.
   ♦ Who went where? When? How?
   ♦ What did they see and do?

3. Which statement best summarizes the first paragraph?
   a. C’est le mois de février.
   b. La classe de Madame Lebrun a pris le train.
   c. La classe de Madame Lebrun est allée au Canada.

4. Which statement best summarizes the second paragraph?
   a. Ils ont passé trois jours à Montréal.
   b. Ils sont allés à une très belle station de sports d’hiver.
   c. Ils ont mis leurs skis.

Inference is an important reading comprehension skill. In this selection, we learn the students are really tired and they sleep like logs. The reading doesn’t actually tell us why they are so tired, but you can figure it out from the information you read.
5. Why are the students so tired?
   a. They didn’t sleep the night before the trip.
   b. They were anxious to get back to the dorms.
   c. They were worn out from all their activities.

CHAPITRE 12
Vocabulaire

Mots 1 & 2 (pages 400–407)

1. In Mots 1, to make it easier to remember the meaning of the new words, they are put in a logical sequence of events:
   se réveiller, se lever, se laver (la figure, les cheveux), se peigner, se maquiller, s’habiller

2. Activity 2 on page 402 helps you review the rooms of a house:
   la cuisine, la salle à manger, le salon, la chambre à coucher, la salle de bains

3. Matching synonyms and/or antonyms can often help you remember words.

   Match the antonyms (opposites) in Mots 2.
   1. Il a mis la table. Il a débarrassé la table.
   2. Il a allumé la télé. Il a éteint la télé.

   Match the synonyms.
   1. un frigidaire mettre la télé
   2. le salon un réfrigérateur
   3. allumer la télé changer de chaine
   4. zapper la salle de séjour

Structure

Les verbes réfléchis au passé composé (pages 413–415)
Since the past participle of almost all reflexive verbs ends in a vowel, all forms are pronounced the same. However, in writing, the plural and feminine endings must be added.

CHAPITRE 13
Vocabulaire

Mots 1 & 2 (pages 432–439)

1. Remember to listen to the words and repeat them orally before reading them.

2. After you have gone over the new vocabulary, see how many words you remember. Think of seven words about a movie. Think of five words about a play.

3. Go over each activity orally before you write the answers.

Structure

Les verbes savoir et connaître (pages 440–441)

1. Simplify the grammatical rule: just remember that savoir means to know something simple, and connaître means to know or be familiar with something complex.

2. When doing these activities, pay particular attention to the object of each verb to determine the use of savoir or connaître.

Les pronoms me, te, nous, vous (pages 442–443)
Remember that the pronouns me, te, nous, and vous are part of the “filling in the sandwich.” Ne... pas is the bread that goes around the filling.

   Il ne me parle
   Il ne te parle
   Il ne nous parle
   Il ne vous parle

Les pronoms le, la, les (pages 444–447)
As you do these activities, determine which word is the direct object before trying to replace it with le, la, or les. Do each activity orally before you write it.
Conversation
(page 448)
1. An important skill in understanding a foreign language is to guess the meaning of words from the context in which they occur. In this conversation, you will hear and use the expression travaille notre espagnol. This is new to you, but you can figure it out from the context.
In this conversation, travaille means which of the following?
   a. parler
   b. comprendre
   c. pratiquer

2. Note how Léa says ça me dit in response to the question ça t’intéresse? Do you think ça me dit has the same meaning as the phrase ça m’intéresse?

Lecture culturelle
Les loisirs culturels en France (pages 450–451)
Identifying the main idea is an important comprehension skill. Read the title and subtitles. What do you think is the main idea of this reading?
   a. Il y a des musées et des théâtres en France.
   b. Les Français apprécient les loisirs culturels.
   c. L’entrée des musées est gratuite le premier dimanche du mois.

VOCABULAIRE (page 461)
Read the list of words and determine how many you know. Many of these words are easy to remember because they are cognates.

CHAPITRE 14
Vocabulaire
Mots 1 & 2 (pages 464–471)
1. Whenever you have the chance to review, do so. As you do Mots 1, think of all the parts of the body you have learned in French.

2. To determine if you know your new vocabulary from Mots 2, see whether you can do the following:
   ✧ Tell three things a patient may do in a doctor’s office.
   ✧ Tell three things the doctor may do.
   ✧ Tell three things a doctor may say to a patient.

Structure
Les pronoms lui, leur (pages 472–473)
Here’s an easy way to tell the difference between a direct object and an indirect object. A direct object answers the question whom or what.
- Whom did you see? I saw the doctor.
- What did you take? I took the medicine.
An indirect object answers the question to (for) whom or to (for) what.

Les verbes souffrir et ouvrir (page 474)
Review the forms of a regular -er verb. Compare them to the verb ouvrir.

<table>
<thead>
<tr>
<th></th>
<th>j’écoute</th>
<th>tu écoutes</th>
<th>il écoute</th>
<th>nous écoutons</th>
<th>vous écoutez</th>
<th>ils écoutent</th>
</tr>
</thead>
<tbody>
<tr>
<td>j’ouvre</td>
<td>tu ouvres</td>
<td>il ouvre</td>
<td>nous ouvrons</td>
<td>vous ouvrez</td>
<td>ils ouvrent</td>
<td></td>
</tr>
</tbody>
</table>

L’impératif (pages 475–477)
Remember, you use the command (imperative) to tell someone what to do. You merely use the tu or vous form of the verb to form the command. Just remember that you drop the final s from the tu form of regular -er verbs.

Le pronom en (pages 478–479)
You will hear and use the word en quite frequently in French. Pay careful attention to the explanation of the use of this word.